

The InvestiGator Club[®]

the place for curious young learners[®]

Just for Threes



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Just for Threes

Teacher Guide

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Just for Threes Teacher Guide

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Weekly Lesson Planner

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Weeks 1-3	Weeks 4-6	Weeks 7-9	Weeks 10-12	Weeks 13-15
Get Ready	Meet Dilly Gator	Meet JT Gator	Meet Great Auntie Lu	Meet Rosalita Sausalita

Weeks 16-18	Weeks 19-21	Weeks 22-24	Weeks 25-27	Weeks 28-30
Meet Manny Salamander	Meet Chuck Wood	Meet Bruno Buzzbee	Join the InvestiGator Club	We're All InvestiGators!

Week 1: Get Ready



Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language: Back to School: Getting to Know Each Other Let's Investigate! Teacher Guide, p. 56	Oral Language: "Mary Wore a Red Dress" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 39</i>	Oral Language: Back to School: Getting to Know the Teacher Let's Investigate! Teacher Guide, p. 104	Oral Language: Back to School: Name Song Let's Investigate! Teacher Guide, p. 82	Oral Language: "If You're Happy and You Know It" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 28</i>
Everyday Literacy				
Phonological Awareness: Name Game <i>The InvestiGator Club Extension Activities, p. 26</i>	Alphabet Knowledge: "Dilly's Alphabet Song" Dilly's Music and Movement CD, Track 2	Phonological Awareness: "Jack and Jill" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 30</i>	Alphabet Knowledge: Name Tags <i>The InvestiGator Club Extension Activities, p. 27</i>	Phonological Awareness: "Chick, Chick, Peep, Peep" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 10</i>
Small Group				
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Whole Group				
Art: Self Portrait <i>The InvestiGator Club Extension Activities, p. 26</i>	Literacy: Welcome Book <i>The InvestiGator Club Extension Activities, p. 26</i>	Art: Teacher Portrait <i>The InvestiGator Club Extension Activities, p. 27</i>	Art/Social Studies: Mold Clay <i>The InvestiGator Club Extension Activities, p. 27</i>	Oral Language: Naptime Routines <i>The InvestiGator Club Extension Activities, p. 28</i>
Closing Circle Time				
Literacy: "Mary Had a Little Lamb" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 38</i>	Literacy: "A, B, C, Tumble Down D" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 1</i>	Literacy: "Little Miss Muffet" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 34</i>	Literacy: "Pat-a-Cake" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 48</i>	Literacy: "This Is the Way" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 63</i>



Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Oral Language: "Who Took a Cookie from the Cookie Jar?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 71</i>	Oral Language: "Who Took a Cookie from the Cookie Jar?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 71</i>	Oral Language: "Who Took a Cookie from the Cookie Jar?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 71</i>	Oral Language: "Who Took a Cookie from the Cookie Jar?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 71</i>	Oral Language: "Who Took a Cookie from the Cookie Jar?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 71</i>
Everyday Literacy				
Phonological Awareness: Loud and Soft <i>The InvestiGator Club Extension Activities, p. 28</i>	Alphabet Knowledge: "Dilly's Alphabet Song" <i>Dilly's Music and Movement CD, Track 2</i>	Phonological Awareness: Crunchy Sounds <i>The InvestiGator Club Extension Activities, p. 29</i>	Alphabet Knowledge: Buried Letters <i>The InvestiGator Club Extension Activities, p. 29</i>	Phonological Awareness: "Chick, Chick, Peep, Peep" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games, p. 10</i>
Small Group				
Language/Dramatic Play: Dramatic Play with Dilly and Friends Puppets <i>The InvestiGator Club Extension Activities, p. 1</i>	Literacy/Art: Great Auntie Lu's Clay Animals <i>The InvestiGator Club Extension Activities, p. 3</i>	Language/Dramatic Play: Dramatic Play with Dilly and Friends Puppets <i>The InvestiGator Club Extension Activities, p. 1</i>	Literacy/Social and Emotional: Dilly and Manny Share <i>The InvestiGator Club Extension Activities, p. 5</i>	Art: Make Your Own Stick Puppets: Part 2 <i>The InvestiGator Club Extension Activities, p. 29</i>
Whole Group				
Literacy: Nightlight Jungle Safari <i>The InvestiGator Club Extension Activities, p. 1</i>	Art: Make Your Own Stick Puppets: Part 1 <i>The InvestiGator Club Extension Activities, p. 28</i>	Music/Movement: Rosalita's Dance Recital <i>The InvestiGator Club Extension Activities, p. 4</i>	Literacy/Movement: Dilly and Chuck Wood's Go-cart <i>The InvestiGator Club Extension Activities, p. 6</i>	Literacy/Social and Emotional: Watch It Grow Flowers Investigation: Part 1 <i>The InvestiGator Club Extension Activities, p. 7</i>
Closing Circle Time				
Oral Language: Birthday Celebration and JT's Days in Review <i>The InvestiGator Club Extension Activities, p. 2</i>	Oral Language/Art: Great Auntie Lu's Featured Artist <i>The InvestiGator Club Extension Activities, p. 3</i>	Oral Language/Literacy: Rosalita's Word of the Week <i>The InvestiGator Club Extension Activities, p. 4</i>	Oral Language/Health: Manny's Weather and Chuck's Safety Tip <i>The InvestiGator Club Extension Activities, pp. 5–6</i>	Oral Language: Bruno's Bee Mail <i>The InvestiGator Club Extension Activities, p. 7</i>

Week 3: Get Ready



Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Oral Language: My Name <i>Marvelous Me!</i> , p. 11	Literacy: My Own Bag <i>Marvelous Me!</i> , p. 13	Oral Language/Health: I Can Take Care of Myself <i>Marvelous Me!</i> , p. 20	Science: Me and My Shadow <i>Marvelous Me!</i> , p. 14 [Trace shadow hands only.]	Social and Emotional: Feelings <i>The InvestiGator Club Extension Activities</i> , p. 31
Everyday Literacy				
Alphabet Knowledge: My Name <i>Marvelous Me!</i> , p. 11	Phonological Awareness: Is It Me? <i>Marvelous Me!</i> , p. 19	Phonological Awareness: I Can Take Care of Myself <i>Marvelous Me!</i> , p. 20	Alphabet Knowledge: Shadow Letters <i>The InvestiGator Club Extension Activities</i> , p. 30	Phonological Awareness: Hear the Beat <i>The InvestiGator Club Extension Activities</i> , p. 31
Small Group				
Literacy/Art: My Own Bag <i>Marvelous Me!</i> , p. 13 [Decorate the bag only.]	Health/Movement: J Is for Jump <i>Marvelous Me!</i> , p. 22	Health: Establish Tooth Care Routines Let's Investigate! Teacher Guide, p. 38	Science/Art: Me and My Shadow <i>Marvelous Me!</i> , p. 14 [Make shadow puppets only.]	Science: Mirror, Mirror <i>Marvelous Me!</i> , p. 15 [Follow first two bullets only.]
Whole Group				
Health/Movement: I Can Bend and Move <i>Marvelous Me!</i> , p. 1	Social and Emotional: I Can Do It! <i>Marvelous Me!</i> , p. 15	Music/Movement: Movin' and Groovin' <i>Marvelous Me!</i> , p. 25	Health/Science: Me and My Shadow <i>Marvelous Me!</i> , p. 14 [Play Shadow Tag only.]	Art: Mirror, Mirror <i>Marvelous Me!</i> , p. 15 [Follow third bullet only.]
Closing Circle Time				
Music/Movement: "Head, Shoulders, Knees, and Toes" Dilly's Music and Movement CD, Track 8	Oral Language: "I Can Do It Myself" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 25	Health: Toothbrushes <i>The InvestiGator Club Extension Activities</i> , p. 30	Oral Language/Science: Shadow Talk <i>The InvestiGator Club Extension Activities</i> , p. 30	Oral Language: "Mirror, Mirror on the Wall" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 40



Week 4: Meet Dilly Gator

Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language: Introduce the Lapbook: <i>Adventure in Circle Forest</i> Let's Investigate! Teacher Guide, pp. 54–55	Back to School/Music/ Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 56–57 [Choose one activity.]	Oral Language: "My House" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 41	Oral Language/Math: Introduce Triangles <i>The InvestiGator Club Extension Activities</i> , p. 24	Oral Language: "Statues" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 58
Everyday Literacy				
Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 60–61	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 60–61	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Introduce Number 1 <i>The InvestiGator Club Extension Activities</i> , p. 14	Literacy: Print Awareness Let's Investigate! Teacher Guide, pp. 62–63	Social and Emotional: Dilly Hide and Seek Building Social and Emotional Skills, p. 12	Readiness/Science/ Social Studies/Math: Choices Let's Investigate! Teacher Guide, pp. 64–65 [Choose one activity.]
Whole Group				
Literacy: Letters Quick Minutes Let's Investigate! Teacher Guide, p. 34	Math/Readiness: Colors Let's Investigate! Teacher Guide, pp. 66–67	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 68–69 [Choose one activity.]	Music: Music Quick Minutes Let's Investigate! Teacher Guide, p. 34	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 68–69 [Choose one activity.]
Closing Circle Time				
Shared Writing: Make a List Let's Investigate! Teacher Guide, pp. 70–71	Shared Writing: Make a List (continued) Let's Investigate! Teacher Guide, pp. 70–71	Oral Language/Back to School/Early Writing/ Dramatic Play: Choices Let's Investigate! Teacher Guide, pp. 72–73 [Choose one activity.]	Math: Fun with Green <i>The InvestiGator Club Extension Activities</i> , p. 31	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 72

Week 5: Meet Dilly Gator



Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Literacy: Listen to the Lapbook: <i>Adventure in Circle Forest</i> Dilly and Friends Read Along CD, Track 1	Back to School/Music/ Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 56–57 [Choose one activity.]	Oral Language: "My House" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 41	Back to School/Music/ Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 56–57 [Choose one activity.]	Oral Language: "Room Riddles" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 52
Everyday Literacy				
Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 60–61	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 60–61	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Readiness/Science/ Social Studies/Math: Choices Let's Investigate! Teacher Guide, pp. 64–65 [Choose one activity.]	Social and Emotional: It's Okay to Be Me Building Social and Emotional Skills, p. 12	Oral Language: Is It Red, Yellow, or Blue? <i>The InvestiGator Club Extension Activities</i> , p. 18
Whole Group				
Math: Numbers Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science: Science Quick Minutes Let's Investigate! Teacher Guide, p. 35	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 68–69 [Choose one activity.]	Health: Gross Motor Skills Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 68–69 [Choose one activity.]
Closing Circle Time				
Music/Movement: "Dilly Builds with One Hammer" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 16	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Early Writing/ Dramatic Play: Choices Let's Investigate! Teacher Guide, pp. 72–73 [Choose one activity.]	Music/Movement: "InvestiGator Club Theme Song" Dilly's Music and Movement CD, Track 1	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 72



Week 6: Meet Dilly Gator

Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Literacy/Dramatic Play: Revisit the Lapbook: <i>Adventure in Circle Forest</i> <i>The InvestiGator Club Extension Activities</i> , p. 32	Back to School/Music/Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 56–57 [Choose one activity.]	Oral Language: "Day at the Beach" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 14	Back to School/Music/Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 56–57 [Choose one activity.]	Oral Language/Movement: "Red Light, Green Light" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 50
Everyday Literacy				
Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 60–61	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59	Alphabet Knowledge: Letter Match <i>The InvestiGator Club Extension Activities</i> , p. 22	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Art: Shapes in Art <i>The InvestiGator Club Extension Activities</i> , p. 32	Readiness/Science/Social Studies/Math: Choices Let's Investigate! Teacher Guide, pp. 64–65 [Choose one activity.]	Social and Emotional: If I Could Do Anything... Building Social and Emotional Skills, p. 13	Readiness/Science/Social Studies/Math: Choices Let's Investigate! Teacher Guide, pp. 64–65 [Choose one activity.]
Whole Group				
Health: Outdoor Play Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social and Emotional: Social and Emotional Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 68–69 [Choose one activity.]	Phonological Awareness: Phonological Awareness Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 68–69 [Choose one activity.]
Closing Circle Time				
Music: "Rain, Rain, Go Away" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 49	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Early Writing/Dramatic Play: Choices Let's Investigate! Teacher Guide, pp. 72–73 [Choose one activity.]	Music/Movement: "InvestiGator Club Theme Song" Dilly's Music and Movement CD, Track 1	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 72

Week 7: Meet JT Gator



Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Literacy/Science: Investigation Launch and Investigation Station Let's Investigate! Teacher Guide, pp. 76–79	Oral Language: Introduce the Lapbook: <i>JT's Spooky Creepy Room</i> Let's Investigate! Teacher Guide, pp. 80–81	Oral Language: "The Farmyard" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 17	Back to School/Music/Oral Language/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 82–83 [Choose one activity.]	Oral Language: "What Is It?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 67
Everyday Literacy				
Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 86–87	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 86–87	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Introduce Number 2 <i>The InvestiGator Club Extension Activities</i> , p. 14	Social Studies: Many Languages Let's Investigate! Teacher Guide, pp. 88–89	Social and Emotional: You're Fabulous! Building Social and Emotional Skills, p. 13	Readiness/Science/Literacy/Math: Choices Let's Investigate! Teacher Guide, pp. 90–91 [Choose one activity.]
Whole Group				
Literacy: Letters Quick Minutes Let's Investigate! Teacher Guide, p. 34	Readiness: Near and Far Let's Investigate! Teacher Guide, pp. 92–93	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 94–95 [Choose one activity.]	Music: Music Quick Minutes Let's Investigate! Teacher Guide, p. 34	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 94–95 [Choose one activity.]
Closing Circle Time				
Shared Writing: List Favorite Things Let's Investigate! Teacher Guide, pp. 96–97	Shared Writing: List Favorite Things (continued) Let's Investigate! Teacher Guide, pp. 96–97	Oral Language/Back to School/Social Studies/Music: Choices Let's Investigate! Teacher Guide, pp. 98–99 [Choose one activity.]	Math: One-to-One Correspondence <i>The InvestiGator Club Extension Activities</i> , p. 33	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 98



Week 8: Meet JT Gator

Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Literacy: Listen to the Lapbook: <i>JT's Spooky Creepy Room</i> Dilly and Friends Read Along CD, Track 2	Back to School/Music/ Oral Language/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 82–83 [Choose one activity.]	Oral Language: "Did You Ever See a Gator?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 15	Back to School/Music/ Oral Language/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 82–83 [Choose one activity.]	Oral Language: "How Am I Feeling?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 23
Everyday Literacy				
Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 86–87	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 86–87	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Alphabet Knowledge: Alphabet BINGO <i>The InvestiGator Club Extension Activities</i> , p. 20	Social and Emotional: Tell Us How You Feel Building Social and Emotional Skills, p. 14	Readiness/Science/ Literacy/Math: Choices Let's Investigate! Teacher Guide, pp. 90–91 [Choose one activity.]
Whole Group				
Math: Numbers Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science: Science Quick Minutes Let's Investigate! Teacher Guide, p. 35	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 94–95 [Choose one activity.]	Health: Gross Motor Skills Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 94–95 [Choose one activity.]
Closing Circle Time				
Literacy: "Animals" and "Seven InvestiGators" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , pp. 3, 55	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Social Studies/ Music: Choices Let's Investigate! Teacher Guide, pp. 98–99 [Choose one activity.]	Music/Movement: "Gone Investigating" Dilly's Music and Movement CD, Track 3	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 98

Week 9: Meet JT Gator



Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Literacy/Art: Revisit the Lapbook: <i>JT's Spooky Creepy Room</i> <i>The InvestiGator Club Extension Activities</i> , p. 33	Back to School/Music/Oral Language/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 82–83 [Choose one activity.]	Oral Language: "Over in the Meadow" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 47	Back to School/Music/Oral Language/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 82–83 [Choose one activity.]	Oral Language: "Name the Animals" and "What Is It?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , pp. 42, 67
Everyday Literacy				
Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85	Alphabet Knowledge: Looking for Letters <i>The InvestiGator Club Extension Activities</i> , p. 22	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 86–87	Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 84–85
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Art: Do the Color Pokey <i>The InvestiGator Club Extension Activities</i> , p. 33	Readiness/Science/Literacy/Math: Choices Let's Investigate! Teacher Guide, pp. 90–91 [Choose one activity.]	Social and Emotional: Be a Good Listener Building Social and Emotional Skills, p. 14	Readiness/Science/Literacy/Math: Choices Let's Investigate! Teacher Guide, pp. 90–91 [Choose one activity.]
Whole Group				
Health: Outdoor Play Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social and Emotional: Social and Emotional Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 94–95 [Choose one activity.]	Phonological Awareness: Phonological Awareness Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 94–95 [Choose one activity.]
Closing Circle Time				
Oral Language/Movement: "Frog, Frog, Gator" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 19	Literacy: "Gone Investigating" Let's Investigate! Teacher Guide, pp. 76–77	Oral Language/Back to School/Social Studies/Music: Choices Let's Investigate! Teacher Guide, pp. 98–99 [Choose one activity.]	Music/Movement: "Gone Investigating" Dilly's Music and Movement CD, Track 3	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 98



Week 10: Meet Great Auntie Lu

Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language: Introduce the Lapbook: <i>Trouble at Triangle Beach</i> Let's Investigate! Teacher Guide, pp. 102–103	Back to School/Music/Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 104–105 [Choose one activity.]	Oral Language: "Where Is Thumbkin?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 68	Back to School/Music/Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 104–105 [Choose one activity.]	Music: "Great Auntie Lu Loves to Paint" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 20
Everyday Literacy				
Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 108–109	Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 108–109	Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Introduce Number 3 <i>The InvestiGator Club Extension Activities</i> , p. 14	Science: Experiment with Magnets Let's Investigate! Teacher Guide, pp. 110–111	Social and Emotional: Use Your Indoor Voice Building Social and Emotional Skills, p. 15	Readiness/Literacy/Social Studies/Math: Choices Let's Investigate! Teacher Guide, pp. 112–113 [Choose one activity.]
Whole Group				
Literacy: Letters Quick Minutes Let's Investigate! Teacher Guide, p. 34	Readiness: Names and Addresses Let's Investigate! Teacher Guide, pp. 114–115	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 116–117 [Choose one activity.]	Music: Music Quick Minutes Let's Investigate! Teacher Guide, p. 34	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 116–117 [Choose one activity.]
Closing Circle Time				
Shared Writing: Plan a Story Let's Investigate! Teacher Guide, pp. 118–119	Shared Writing: Plan a Story (continued) Let's Investigate! Teacher Guide, pp. 118–119	Oral Language/Back to School/Art: Choices Let's Investigate! Teacher Guide, pp. 120–121 [Choose one activity.]	Math: Pantomime Patterns <i>The InvestiGator Club Extension Activities</i> , p. 34	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 120

Week 11: Meet Great Auntie Lu



Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Literacy: Listen to the Lapbook: <i>Trouble at Triangle Beach</i> Dilly and Friends Read Along CD, Track 3	Back to School/Music/ Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 104–105 [Choose one activity.]	Oral Language: "Day at the Beach" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 14	Back to School/Music/ Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 104–105 [Choose one activity.]	Oral Language: "Ocean Clues" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 43
Everyday Literacy				
Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 108–109	Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107	Alphabet Knowledge: Letter Pictures <i>The InvestiGator Club Extension Activities</i> , p. 23	Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Readiness/Literacy/ Social Studies/Math: Choices Let's Investigate! Teacher Guide, pp. 112–113 [Choose one activity.]	Social and Emotional: Circle Forest Walk Building Social and Emotional Skills, p. 15	Alphabet Knowledge: Feely Bag Letters <i>The InvestiGator Club Extension Activities</i> , p. 20
Whole Group				
Math: Numbers Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science: Science Quick Minutes Let's Investigate! Teacher Guide, p. 35	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 116–117 [Choose one activity.]	Health: Gross Motor Skills Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 116–117 [Choose one activity.]
Closing Circle Time				
Oral Language: "Like an Animal" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 33	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Art: Choices Let's Investigate! Teacher Guide, pp. 120–121 [Choose one activity.]	Music: "Great Auntie Lu Loves to Paint" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 20	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 120



Week 12: Meet Great Auntie Lu

Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Literacy/Art: Revisit the Lapbook: <i>Trouble at Triangle Beach</i> <i>The InvestiGator Club Extension Activities</i> , p. 34	Back to School/Music/Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 104–105 [Choose one activity.]	Oral Language: Artist Tools <i>The InvestiGator Club Extension Activities</i> , p. 35	Back to School/Music/Oral Language/Literacy: Choices Let's Investigate! Teacher Guide, pp. 104–105 [Choose one activity.]	Oral Language: Art Colors <i>The InvestiGator Club Extension Activities</i> , p. 35
Everyday Literacy				
Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 108–109	Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 108–109	Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Art: Textures in Art <i>The InvestiGator Club Extension Activities</i> , p. 34	Readiness/Literacy/Social Studies/Math: Choices Let's Investigate! Teacher Guide, pp. 112–113 [Choose one activity.]	Social and Emotional: Clean-Up Time Building Social and Emotional Skills, p. 16	Readiness/Literacy/Social Studies/Math: Choices Let's Investigate! Teacher Guide, pp. 112–113 [Choose one activity.]
Whole Group				
Health: Outdoor Play Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social and Emotional: Social and Emotional Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 116–117 [Choose one activity.]	Phonological Awareness: Phonological Awareness Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 116–117 [Choose one activity.]
Closing Circle Time				
Oral Language: "Wading in the Water" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 65	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Art: Choices Let's Investigate! Teacher Guide, pp. 120–121 [Choose one activity.]	Oral Language: What's in the Bag? <i>The InvestiGator Club Extension Activities</i> , p. 35	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 120

Week 13: Meet Rosalita Sausalita



Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language: Introduce the Lapbook: <i>The Silly Dilly Dance</i> Let's Investigate! Teacher Guide, pp. 124–125	Back to School/ Music/Oral Language/ Technology: Choices Let's Investigate! Teacher Guide, pp. 126–127 [Choose one activity.]	Oral Language: "Three Little Kittens" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 64	Oral Language/Math: Introduce Squares <i>The InvestiGator Club Extension Activities</i> , p. 24	Oral Language: "Jack and Jill" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 30
Everyday Literacy				
Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129	Alphabet Knowledge: Find the Letter Let's Investigate! Teacher Guide, pp. 130–131	Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129	Alphabet Knowledge: Find the Letter Let's Investigate! Teacher Guide, pp. 130–131	Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Introduce Number 4 <i>The InvestiGator Club Extension Activities</i> , p. 14	Math: Perfect Match Let's Investigate! Teacher Guide, pp. 132–133	Social and Emotional: Make Things Right Building Social and Emotional Skills, p. 16	Readiness/Literacy/ Social Studies/Science: Choices Let's Investigate! Teacher Guide, pp. 134–135 [Choose one activity.]
Whole Group				
Literacy: Letters Quick Minutes Let's Investigate! Teacher Guide, p. 34	Readiness: Time Let's Investigate! Teacher Guide, pp. 136–137	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 138–139 [Choose one activity.]	Music: Music Quick Minutes Let's Investigate! Teacher Guide, p. 34	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 138–139 [Choose one activity.]
Closing Circle Time				
Shared Writing: Type a Letter Let's Investigate! Teacher Guide, pp. 140–141	Shared Writing: Type a Letter (continued) Let's Investigate! Teacher Guide, pp. 140–141	Oral Language/Back to School/Dramatic Play/ Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 142–143 [Choose one activity.]	Oral Language/Back to School/Dramatic Play/ Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 142–143 [Choose one activity.]	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 142



Week 14: Meet Rosalita Sausalita

Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Literacy: Listen to the Lapbook: <i>The Silly Dilly Dance</i> Dilly and Friends Read Along CD, Track 4	Back to School/ Music/Oral Language/ Technology: Choices Let's Investigate! Teacher Guide, pp. 126–127 [Choose one activity.]	Oral Language: "The Caterpillar" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 9	Oral Language: "How Am I Feeling?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 23	Back to School/ Music/Oral Language/ Technology: Choices Let's Investigate! Teacher Guide, pp. 126–127 [Choose one activity.]
Everyday Literacy				
Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129	Alphabet Knowledge: Find the Letter Let's Investigate! Teacher Guide, pp. 130–131	Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129	Alphabet Knowledge: Find the Letter Let's Investigate! Teacher Guide, pp. 130–131	Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Readiness/Literacy/ Social Studies/Science: Choices Let's Investigate! Teacher Guide, pp. 134–135 [Choose one activity.]	Social and Emotional: Show How You Feel Building Social and Emotional Skills, p. 17	Oral Language: Loudest to Softest <i>The InvestiGator Club Extension Activities</i> , p. 18
Whole Group				
Math: Numbers Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science: Science Quick Minutes Let's Investigate! Teacher Guide, p. 35	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 138–139 [Choose one activity.]	Health: Gross Motor Skills Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 138–139 [Choose one activity.]
Closing Circle Time				
Oral Language: "Daisies" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 13	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Dramatic Play/ Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 142–143 [Choose one activity.]	Dramatic Play: Match a Pose <i>The InvestiGator Club Extension Activities</i> , p. 36	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 142

Week 15: Meet Rosalita Sausalita



Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Literacy/Art: Revisit the Lapbook: <i>The Silly Dilly Dance</i> <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 36	Back to School/ Music/Oral Language/ Technology: Choices Let's Investigate! Teacher Guide, pp. 126–127 [Choose one activity.]	Oral Language: "Three Little Kittens" <i>More InvestiGator Club</i> <i>Songs, Chants, Rhymes,</i> <i>and Games</i> , p. 64	Back to School/ Music/Oral Language/ Technology: Choices Let's Investigate! Teacher Guide, pp. 126–127 [Choose one activity.]	Oral Language: Pets <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 37
Everyday Literacy				
Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129	Alphabet Knowledge: Say My Name <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 23	Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129	Alphabet Knowledge: Find the Letter Let's Investigate! Teacher Guide, pp. 130–131	Phonological Awareness: Recognize Rhyming Words Let's Investigate! Teacher Guide, pp. 128–129
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Art: Mixing Colors <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 37	Readiness/Literacy/ Social Studies/Science: Choices Let's Investigate! Teacher Guide, pp. 134–135 [Choose one activity.]	Social and Emotional: Share-a-Toy Day Building Social and Emotional Skills, p. 17	Readiness/Literacy/ Social Studies/Science: Choices Let's Investigate! Teacher Guide, pp. 134–135 [Choose one activity.]
Whole Group				
Health: Outdoor Play Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social and Emotional: Social and Emotional Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 138–139 [Choose one activity.]	Phonological Awareness: Phonological Awareness Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 138–139 [Choose one activity.]
Closing Circle Time				
Movement: Dance Like Rosalita <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 36	Literacy: Favorite Books <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 32	Oral Language/Back to School/Dramatic Play/ Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 142–143 [Choose one activity.]	Music: "The More We Get Together" Dilly's Music and Movement CD, Track 4	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 142



Week 16: Meet Manny Salamander

Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language: Introduce the Lapbook: <i>It's My Turn</i> Let's Investigate! Teacher Guide, pp. 146–147	Back to School/Music/Dramatic Play/Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 148–149 [Choose one activity.]	Oral Language: "The I Can Song" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 26	Back to School/Music/Dramatic Play/Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 148–149 [Choose one activity.]	Oral Language/Movement: "Statues" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 58
Everyday Literacy				
Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 152–153	Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 152–153	Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Introduce Number 5 <i>The InvestiGator Club Extension Activities</i> , p. 14	Literacy: "JT Says" Let's Investigate! Teacher Guide, pp. 154–155	Social and Emotional: Talk About It Building Social and Emotional Skills, p. 18	Readiness/Math/Social Studies/Science: Choices Let's Investigate! Teacher Guide, pp. 156–157 [Choose one activity.]
Whole Group				
Literacy: Letters Quick Minutes Let's Investigate! Teacher Guide, p. 34	Readiness: Left and Right Let's Investigate! Teacher Guide, pp. 158–159	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 160–161 [Choose one activity.]	Music/Movement: Music Quick Minutes Let's Investigate! Teacher Guide, p. 34	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 160–161 [Choose one activity.]
Closing Circle Time				
Shared Writing: Write an "I Can" List Let's Investigate! Teacher Guide, pp. 162–163	Shared Writing: Write an "I Can" List (continued) Let's Investigate! Teacher Guide, pp. 162–163	Oral Language/Back to School/Gross Motor Skills/Literacy: Choices Let's Investigate! Teacher Guide, pp. 164–165 [Choose one activity.]	Music/Movement: "Head, Shoulders, Knees, and Toes" Dilly's Music and Movement CD, Track 8	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 164

Week 17: Meet Manny Salamander



Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Literacy: Listen to the Lapbook: <i>It's My Turn</i> Dilly and Friends Read Along CD, Track 5	Back to School/Music/ Dramatic Play/Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 148–149 [Choose one activity.]	Oral Language: "Jump or Jiggle" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 31	Back to School/Music/ Dramatic Play/Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 148–149 [Choose one activity.]	Oral Language: "The Squirrel" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 57
Everyday Literacy				
Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151	Alphabet Knowledge: Letter Match <i>The InvestiGator Club Extension Activities</i> , p. 22	Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 152–153	Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Oral Language: We Like to Eat and Drink <i>The InvestiGator Club Extension Activities</i> , p. 19	Social and Emotional: Changes, Changes Building Social and Emotional Skills, p. 18	Readiness/Math/Social Studies/Science: Choices Let's Investigate! Teacher Guide, pp. 156–157 [Choose one activity.]
Whole Group				
Math: Numbers Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science: Science Quick Minutes Let's Investigate! Teacher Guide, p. 35	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 160–161 [Choose one activity.]	Gross Motor Skills: Gross Motor Skills Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social Studies/Art/ Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 160–161 [Choose one activity.]
Closing Circle Time				
Oral Language: "Sippity Sup" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 56	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Gross Motor Skills/Literacy: Choices Let's Investigate! Teacher Guide, pp. 164–165 [Choose one activity.]	Math: Math with Manny <i>The InvestiGator Club Extension Activities</i> , p. 37	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 164



Week 18: Meet Manny Salamander

Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Literacy/Health: Revisit the Lapbook: <i>It's My Turn</i> <i>The InvestiGator Club Extension Activities</i> , p. 38	Back to School/Music/Dramatic Play/Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 148–149 [Choose one activity.]	Oral Language: "Where Is Thumbkin?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 68	Back to School/Music/Dramatic Play/Gross Motor Skills: Choices Let's Investigate! Teacher Guide, pp. 148–149 [Choose one activity.]	Oral Language/Dramatic Play: "Manny, May I?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 37
Everyday Literacy				
Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 152–153	Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 152–153	Phonological Awareness: Match Sounds Let's Investigate! Teacher Guide, pp. 150–151
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Art: Art of Today Let's Investigate! Teacher Guide, p. 160	Readiness/Math/Social Studies/Science: Choices Let's Investigate! Teacher Guide, pp. 156–157 [Choose one activity.]	Social and Emotional: Let's Be Friends Building Social and Emotional Skills, p. 19	Readiness/Math/Social Studies/Science: Choices Let's Investigate! Teacher Guide, pp. 156–157 [Choose one activity.]
Whole Group				
Health: Outdoor Play Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social and Emotional: Social and Emotional Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 160–161 [Choose one activity.]	Phonological Awareness: Phonological Awareness Quick Minutes Let's Investigate! Teacher Guide, p. 37	Social Studies/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 160–161 [Choose one activity.]
Closing Circle Time				
Oral Language: "Boom, Bang!" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 6	Literacy: "JT Says" Let's Investigate! Teacher Guide, pp. 154–155	Oral Language/Back to School/Gross Motor Skills/Literacy: Choices Let's Investigate! Teacher Guide, pp. 164–165 [Choose one activity.]	Dramatic Play: Manny Match <i>The InvestiGator Club Extension Activities</i> , p. 38	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 164

Week 19: Meet Chuck Wood



Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language: Introduce the Lapbook: <i>Superhero to the Rescue</i> Let's Investigate! Teacher Guide, pp. 168–169	Back to School/Music/ Oral Language: Choices Let's Investigate! Teacher Guide, pp. 170–171 [Choose one activity.]	Oral Language/Music: My House <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 41	Oral Language/Math: Introduce Circles <i>The InvestiGator Club Extension Activities</i> , p. 25	Oral Language: "Chuck Says" (Version 1) <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 11
Everyday Literacy				
Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 174–175	Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 174–175	Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Introduce Number 6 <i>The InvestiGator Club Extension Activities</i> , p. 14	Social Studies: Build a Neighborhood Let's Investigate! Teacher Guide, pp. 176–177	Social and Emotional: Take Turns Building Social and Emotional Skills, p. 19	Readiness/Math/ Literacy/Science: Choices Let's Investigate! Teacher Guide, pp. 178–179 [Choose one activity.]
Whole Group				
Literacy: Letters Quick Minutes Let's Investigate! Teacher Guide, p. 34	Readiness: Direction and Position Let's Investigate! Teacher Guide, pp. 180–181	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 182–183 [Choose one activity.]	Music/Movement: Music Quick Minutes Let's Investigate! Teacher Guide, p. 34	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 182–183 [Choose one activity.]
Closing Circle Time				
Shared Writing: Dictate the Story Let's Investigate! Teacher Guide, pp. 184–185	Shared Writing: Dictate the Story (continued) Let's Investigate! Teacher Guide, pp. 184–185	Oral Language/Back to School/Listening/Social and Emotional: Choices Let's Investigate! Teacher Guide, pp. 186–187 [Choose one activity.]	Music/Movement: "Under Construction Dance" Dilly's Music and Movement CD, Track 5	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 186



Week 20: Meet Chuck Wood

Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Literacy: Listen to the Lapbook: <i>Superhero to the Rescue</i> Dilly and Friends Read Along CD, Track 6	Back to School/Music/ Oral Language: Choices Let's Investigate! Teacher Guide, pp. 170–171 [Choose one activity.]	Oral Language: "How Much Wood Would a Woodchuck Chuck?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 24	Back to School/Music/ Oral Language: Choices Let's Investigate! Teacher Guide, pp. 170–171 [Choose one activity.]	Oral Language/Music: "Chuck Says" (Version 2) <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 12
Everyday Literacy				
Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 174–175	Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173	Alphabet Knowledge: Looking for Letters <i>The InvestiGator Club Extension Activities</i> , p. 22	Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Readiness/Math/ Literacy/Science: Choices Let's Investigate! Teacher Guide, pp. 178–179 [Choose one activity.]	Social and Emotional: I Can Help! Building Social and Emotional Skills, p. 20	Readiness/Math/ Literacy/Science: Choices Let's Investigate! Teacher Guide, pp. 178–179 [Choose one activity.]
Whole Group				
Math: Numbers Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science: Science Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 182–183 [Choose one activity.]	Gross Motor Skills: Gross Motor Skills Quick Minutes Let's Investigate! Teacher Guide, p. 36	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 182–183 [Choose one activity.]
Closing Circle Time				
Oral Language: "The Carpenter's Tools" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 8	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Listening/Social and Emotional: Choices Let's Investigate! Teacher Guide, pp. 186–187 [Choose one activity.]	Oral Language: "Stop, Drop, and Roll" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 59	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 186

Week 21: Meet Chuck Wood



Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Literacy/Dramatic Play: Revisit the Lapbook: <i>Superhero to the Rescue</i> <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 38	Back to School/Music/Oral Language: Choices Let's Investigate! Teacher Guide, pp. 170–171 [Choose one activity.]	Oral Language: “How Much Wood Would a Woodchuck Chuck?” <i>More InvestiGator Club</i> <i>Songs, Chants, Rhymes, and Games</i> , p. 24	Back to School/Music/Oral Language: Choices Let's Investigate! Teacher Guide, pp. 170–171 [Choose one activity.]	Oral Language/Movement: “Red Light, Green Light” <i>More InvestiGator Club</i> <i>Songs, Chants, Rhymes, and Games</i> , p. 50
Everyday Literacy				
Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 174–175	Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 174–175	Phonological Awareness: Beginning Sounds Let's Investigate! Teacher Guide, pp. 172–173
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Art: Lines and Colors in Art <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 39	Oral Language: All Sorts of Shapes <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 19	Social and Emotional: Superheroes Building Social and Emotional Skills, p. 20	Readiness/Math/Literacy/Science: Choices Let's Investigate! Teacher Guide, pp. 178–179 [Choose one activity.]
Whole Group				
Health: Outdoor Play Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social and Emotional: Social and Emotional Quick Minutes Let's Investigate! Teacher Guide, p. 37	Science/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 182–183 [Choose one activity.]	Phonological Awareness: Phonological Awareness Quick Minutes Let's Investigate! Teacher Guide, p. 37	Science/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 182–183 [Choose one activity.]
Closing Circle Time				
Math: Counting to 10 <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 39	Literacy: Favorite Books <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 32	Oral Language/Back to School/Listening/Social and Emotional: Choices Let's Investigate! Teacher Guide, pp. 186–187 [Choose one activity.]	Music and Movement: “Dilly Builds with One Hammer” Dilly's Music and Movement CD, Track 6 [Change words to “Chuck Wood builds with...”]	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 186



Week 22: Meet Bruno Buzzbee

Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language: Introduce the Lapbook: <i>Mystery in the Garden</i> Let's Investigate! Teacher Guide, pp. 190–191	Back to School/Music/ Oral Language: Choices Let's Investigate! Teacher Guide, pp. 192–193 [Choose one activity.]	Oral Language: "Relaxing Flowers" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 51	Back to School/Music/ Oral Language: Choices Let's Investigate! Teacher Guide, pp. 192–193 [Choose one activity.]	Oral Language: "Who's Got the Seed?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 70
Everyday Literacy				
Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195	Alphabet Knowledge: Find Letters Let's Investigate! Teacher Guide, pp. 196–197	Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195	Alphabet Knowledge: Find Letters Let's Investigate! Teacher Guide, pp. 196–197	Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Introduce Numbers 7 and 8 <i>The InvestiGator Club Extension Activities</i> , p. 14	Science: Ants and Food Let's Investigate! Teacher Guide, pp. 198–199	Social and Emotional: I Know How You Feel Building Social and Emotional Skills, p. 21	Readiness/Math/ Literacy/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 200–201 [Choose one activity.]
Whole Group				
Literacy: Letters Quick Minutes Let's Investigate! Teacher Guide, p. 34	Readiness: Alike and Different Let's Investigate! Teacher Guide, pp. 202–203	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 204–205 [Choose one activity.]	Music: Music Quick Minutes Let's Investigate! Teacher Guide, p. 34	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 204–205 [Choose one activity.]
Closing Circle Time				
Shared Writing: Make a List Let's Investigate! Teacher Guide, pp. 206–207	Shared Writing: Make a List (continued) Let's Investigate! Teacher Guide, pp. 206–207	Oral Language/Back to School: Choices Let's Investigate! Teacher Guide, pp. 208–209 [Choose one activity.]	Music: "I'm Glad to Be a Bee" Dilly's Music and Movement CD, Track 9	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 208

Week 23: Meet Bruno Buzzbee



Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Literacy: Listen to the Lapbook: <i>Mystery in the Garden</i> Dilly and Friends Read Along CD, Track 7	Back to School/Music/ Oral Language: Choices Let's Investigate! Teacher Guide, pp. 192–193 [Choose one activity.]	Oral Language: "Zoned for Bees" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 73	Back to School/Music/ Oral Language: Choices Let's Investigate! Teacher Guide, pp. 192–193 [Choose one activity.]	Oral Language/Science: "What Is It?" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 67
Everyday Literacy				
Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195	Alphabet Knowledge: Say My Name <i>The InvestiGator Club Extension Activities</i> , p. 23	Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195	Alphabet Knowledge: Find Letters Let's Investigate! Teacher Guide, pp. 196–197	Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Readiness/Math/ Literacy/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 200–201 [Choose one activity.]	Social and Emotional: You Can Ask Me Building Social and Emotional Skills, p. 21	Alphabet Knowledge: Letter Swat <i>The InvestiGator Club Extension Activities</i> , p. 21
Whole Group				
Math: Numbers Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science: Science Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 204–205 [Choose one activity.]	Gross Motor Skills: Gross Motor Skills Quick Minutes Let's Investigate! Teacher Guide, p. 36	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 204–205 [Choose one activity.]
Closing Circle Time				
Oral Language/Literacy: "Letter Hokey Pokey" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 32	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School: Choices Let's Investigate! Teacher Guide, pp. 208–209 [Choose one activity.]	Music: "Over in the Meadow" Dilly's Music and Movement CD, Track 12	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 208



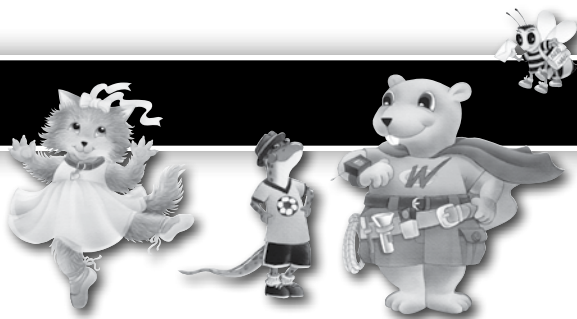
Week 24: Meet Bruno Buzzbee

Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Literacy/Science: Revisit the Lapbook: <i>Mystery in the Garden</i> <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 39	Back to School/Music/Oral Language: Choices Let's Investigate! Teacher Guide, pp. 192–193 [Choose one activity.]	Oral Language: "The Caterpillar" <i>More InvestiGator Club</i> <i>Songs, Chants, Rhymes, and Games</i> , p. 9	Back to School/Music/Oral Language: Choices Let's Investigate! Teacher Guide, pp. 192–193 [Choose one activity.]	Oral Language/Science: "Which One Does Not Belong?" <i>More InvestiGator Club</i> <i>Songs, Chants, Rhymes, and Games</i> , p. 69
Everyday Literacy				
Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195	Alphabet Knowledge: Find Letters Let's Investigate! Teacher Guide, pp. 196–197	Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195	Alphabet Knowledge: Find Letters Let's Investigate! Teacher Guide, pp. 196–197	Phonological Awareness: Ending Sounds Let's Investigate! Teacher Guide, pp. 194–195
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Art: Lines in Art <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 40	Readiness/Math/Literacy/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 200–201 [Choose one activity.]	Social and Emotional: Same and Different Building Social and Emotional Skills, p. 22	Readiness/Math/Literacy/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 200–201 [Choose one activity.]
Whole Group				
Health: Outdoor Play Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social and Emotional: Social and Emotional Quick Minutes Let's Investigate! Teacher Guide, p. 37	Science/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 204–205 [Choose one activity.]	Phonological Awareness: Phonological Awareness Quick Minutes Let's Investigate! Teacher Guide, p. 37	Science/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 204–205 [Choose one activity.]
Closing Circle Time				
Oral Language/Music: "Bringing Home a Baby Bumblebee" <i>More InvestiGator Club</i> <i>Songs, Chants, Rhymes, and Games</i> , p. 7	Literacy: Favorite Books <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 32	Oral Language/Back to School: Choices Let's Investigate! Teacher Guide, pp. 208–209 [Choose one activity.]	Dramatic Play/Oral Language: Bruno's Bee Mail Bag <i>The InvestiGator Club</i> <i>Extension Activities</i> , p. 40	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 208

Week 25: Join the InvestiGator Club



Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language: Review the Lapbook: <i>Adventure in Circle Forest</i> Let's Investigate! Teacher Guide, pp. 212–213	Back to School/Music/Dramatic Play/Literacy: Choices Let's Investigate! Teacher Guide, pp. 214–215 [Choose one activity.]	Oral Language: Make a Clubhouse <i>The InvestiGator Club Extension Activities</i> , p. 40	Back to School/Music/Dramatic Play/Literacy: Choices Let's Investigate! Teacher Guide, pp. 214–215 [Choose one activity.]	Oral Language: "Add One More" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 2
Everyday Literacy				
Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 218–219	Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 218–219	Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Introduce Numbers 9 and 10 <i>The InvestiGator Club Extension Activities</i> , p. 14	Math: "Knock for Numbers" Let's Investigate! Teacher Guide, pp. 220–221	Social and Emotional: I Can Think for Myself Building Social and Emotional Skills, p. 22	Readiness/Science/Literacy/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 222–223 [Choose one activity.]
Whole Group				
Literacy: Letters Quick Minutes Let's Investigate! Teacher Guide, p. 34	Readiness: Investigating Shapes Let's Investigate! Teacher Guide, pp. 224–225	Science/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 226–227 [Choose one activity.]	Music: Music Quick Minutes Let's Investigate! Teacher Guide, p. 34	Science/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 226–227 [Choose one activity.]
Closing Circle Time				
Shared Writing: Write a Message Let's Investigate! Teacher Guide, pp. 228–229	Shared Writing: Write a Message (continued) Let's Investigate! Teacher Guide, pp. 228–229	Oral Language/Back to School/Early Writing: Choices Let's Investigate! Teacher Guide, pp. 230–231 [Choose one activity.]	Music/Movement: "InvestiGator Club Theme Song" Dilly's Music and Movement CD, Track 1	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 230



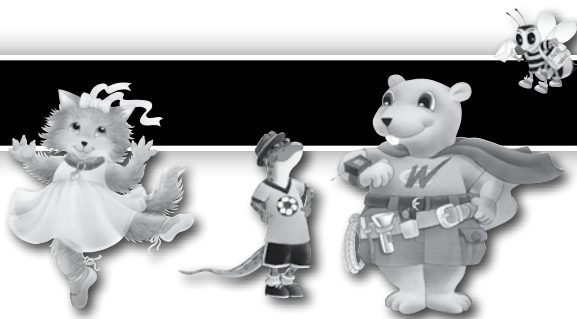
Week 26: Join the InvestiGator Club

Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Literacy: Listen to the Lapbook: <i>Adventure in Circle Forest</i> Dilly and Friends Read Along CD, Track 1	Back to School/Music/ Dramatic Play/Literacy: Choices Let's Investigate! Teacher Guide, pp. 214–215 [Choose one activity.]	Music: "The More We Get Together" Dilly's Music and Movement CD, Track 4	Back to School/Music/ Dramatic Play/Literacy: Choices Let's Investigate! Teacher Guide, pp. 214–215 [Choose one activity.]	Oral Language: "It's in the Bag!" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 29
Everyday Literacy				
Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 218–219	Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 218–219	Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Alphabet Knowledge: Where's Bruno? <i>The InvestiGator Club Extension Activities</i> , p. 21	Social and Emotional: I Did It! Building Social and Emotional Skills, p. 23	Readiness/Science/ Literacy/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 222–223 [Choose one activity.]
Whole Group				
Math: Numbers Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science: Science Quick Minutes Let's Investigate! Teacher Guide, p. 35	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 226–227 [Choose one activity.]	Gross Motor Skills: Gross Motor Skills Quick Minutes Let's Investigate! Teacher Guide, p. 36	Science/Art/Math/ Literacy: Choices Let's Investigate! Teacher Guide, pp. 226–227 [Choose one activity.]
Closing Circle Time				
Music/Math: "Seven InvestiGators" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 55	Literacy: Favorite Books <i>The InvestiGator Club Extension Activities</i> , p. 32	Oral Language/Back to School/Early Writing: Choices Let's Investigate! Teacher Guide, pp. 230–231 [Choose one activity.]	Music/Movement: "InvestiGator Club Theme Song" Dilly's Music and Movement CD, Track 1	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 230

Week 27: Join the InvestiGator Club



Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				
Literacy/Dramatic Play: Revisit the Lapbook: <i>Adventure in Circle Forest</i> <i>The InvestiGator Club Extension Activities</i> , p. 41	Back to School/Music/Dramatic Play/Literacy: Choices Let's Investigate! Teacher Guide, pp. 214–215 [Choose one activity.]	Oral Language: "I Spy" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 27	Back to School/Music/Dramatic Play/Literacy: Choices Let's Investigate! Teacher Guide, pp. 214–215 [Choose one activity.]	Oral Language: "Add One More" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 2
Everyday Literacy				
Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217	Alphabet Knowledge: Letter Match <i>The InvestiGator Club Extension Activities</i> , p. 22	Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217	Alphabet Knowledge: Play a Letter Game Let's Investigate! Teacher Guide, pp. 218–219	Phonological Awareness: Listen for Syllables Let's Investigate! Teacher Guide, pp. 216–217
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Art: Hippo Hunt <i>The InvestiGator Club Extension Activities</i> , p. 41	Readiness/Science/Literacy/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 222–223 [Choose one activity.]	Social and Emotional: Focus Glasses Building Social and Emotional Skills, p. 23	Readiness/Science/Literacy/Social Studies: Choices Let's Investigate! Teacher Guide, pp. 222–223 [Choose one activity.]
Whole Group				
Health: Outdoor Play Quick Minutes Let's Investigate! Teacher Guide, p. 36	Social and Emotional: Social and Emotional Quick Minutes Let's Investigate! Teacher Guide, p. 37	Science/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 226–227 [Choose one activity.]	Phonological Awareness: Phonological Awareness Quick Minutes Let's Investigate! Teacher Guide, p. 37	Science/Art/Math/Literacy: Choices Let's Investigate! Teacher Guide, pp. 226–227 [Choose one activity.]
Closing Circle Time				
Oral Language: "The Wind" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 72	Math/Literacy: "Knock for Numbers" Let's Investigate! Teacher Guide, pp. 220–221	Oral Language/Back to School/Early Writing: Choices Let's Investigate! Teacher Guide, pp. 230–231 [Choose one activity.]	Music: Review the Theme Song Extension Activities, p. 47	Oral Language: Sharing Chair Let's Investigate! Teacher Guide, p. 230



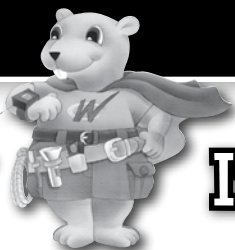
Week 28: We're All InvestiGators!

Day 1	Day 2	Day 3	Day 4	Day 5
Opening Circle Time				
Oral Language/Music: "Gone Investigating" Dilly's Music and Movement CD, Track 3	Oral Language: Action Words <i>The InvestiGator Club Extension Activities</i> , p. 41	Oral Language/Music: "Head, Shoulders, Knees, and Toes" Dilly's Music and Movement CD, Track 8	Oral Language: Wake Up! <i>The InvestiGator Club Extension Activities</i> , p. 11	Oral Language/Math: Shape Hunt <i>The InvestiGator Club Extension Activities</i> , p. 13
Everyday Literacy				
Phonological Awareness: Environmental Sounds Let's Investigate! Teacher Guide, pp. 58–59	Alphabet Knowledge: "Dilly's Alphabet Song" Let's Investigate! Teacher Guide, pp. 60–61	Phonological Awareness: Environmental Sounds in Nature Let's Investigate! Teacher Guide, pp. 84–85	Alphabet Knowledge: <i>Dilly's Alphabet Show</i> Let's Investigate! Teacher Guide, pp. 86–87	Phonological Awareness: Listen for Words Let's Investigate! Teacher Guide, pp. 106–107
Small Group				
Cross Curricular: Introduce Learning Centers Let's Investigate! Teacher Guide, pp. 42–51	Cross Curricular: Observe Learning Centers Let's Investigate! Teacher Guide, pp. 42–51 [Revisit from previous day.]	Literacy: Build a Word <i>The InvestiGator Club Extension Activities</i> , p. 10	Literacy: Dilly's Alphabet Cards <i>The InvestiGator Club Extension Activities</i> , p. 12	Science: Splash and Dig Sand Castle Investigation <i>The InvestiGator Club Extension Activities</i> , p. 13
Whole Group				
Science: Let's Investigate! Investigation <i>The InvestiGator Club Extension Activities</i> , p. 8	Social Studies: Under Construction Investigation <i>The InvestiGator Club Extension Activities</i> , p. 9	Health: Healthy You Investigation <i>The InvestiGator Club Extension Activities</i> , p. 10	Science: Finny, Feathery, Furry Friends Investigation <i>The InvestiGator Club Extension Activities</i> , p. 12	Social and Emotional: Friends Have a Lot in Common Building Social and Emotional Skills, p. 24
Closing Circle Time				
Music/Movement: Ham It Up <i>The InvestiGator Club Extension Activities</i> , p. 8	Literacy: Dilly Dally <i>The InvestiGator Club Extension Activities</i> , p. 9	Music/Movement: Dance Fever <i>The InvestiGator Club Extension Activities</i> , p. 11	Oral Language: "Animals" <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 3	Oral Language: End-of-Week Sharing Chair <i>The InvestiGator Club Extension Activities</i> , p. 42

Week 29: We're All InvestiGators!



Day 6	Day 7	Day 8	Day 9	Day 10
Opening Circle Time				
Oral Language: Storytelling <i>The InvestiGator Club Extension Activities</i> , p. 42	Oral Language/Music: “Oats, Peas, Beans, and Barley Grow” Dilly’s Music and Movement CD, Track 14	Oral Language/Music: “Watch It Grow Cha Cha” Dilly’s Music and Movement CD, Track 13	Oral Language/Music: “Bad Weather Blues” Dilly’s Music and Movement CD, Track 15	Oral Language: “Our Snowman” <i>More InvestiGator Club Songs, Chants, Rhymes, and Games</i> , p. 46
Everyday Literacy				
Phonological Awareness: Recognize Rhyming Words Let’s Investigate! Teacher Guide, pp. 128–129	Alphabet Knowledge: Find the Letter Let’s Investigate! Teacher Guide, pp. 130–131	Phonological Awareness: Match Sounds Let’s Investigate! Teacher Guide, pp. 150–151	Alphabet Knowledge: “Dilly’s Alphabet Song” Let’s Investigate! Teacher Guide, pp. 152–153	Phonological Awareness: Beginning Sounds Let’s Investigate! Teacher Guide, pp. 172–173
Small Group				
Cross Curricular: Introduce Learning Centers Let’s Investigate! Teacher Guide, pp. 42–51	Math: Magnetic Math Board: Review Numbers 1–10 <i>The InvestiGator Club Extension Activities</i> , p. 14	Literacy: Alphabet Flapboard <i>The InvestiGator Club Extension Activities</i> , p. 15	Social and Emotional: Guess Who I Am Building Social and Emotional Skills, p. 24	Oral Language: People Placemats <i>The InvestiGator Club Extension Activities</i> , p. 17
Whole Group				
Art: The InvestiGator Clubhouse Investigation <i>The InvestiGator Club Extension Activities</i> , p. 14	Science: Watch It Grow Flowers Investigation: Part 2 <i>The InvestiGator Club Extension Activities</i> , p. 15	Math: Watch It Grow Leaf Collection Investigation <i>The InvestiGator Club Extension Activities</i> , p. 16	Science: Weather Watchers Investigation: Part 1 <i>The InvestiGator Club Extension Activities</i> , p. 16	Art: Weather Watchers Sidewalk Investigation <i>The InvestiGator Club Extension Activities</i> , p. 17
Closing Circle Time				
Music/Movement: Ham It Up <i>The InvestiGator Club Extension Activities</i> , p. 8	Literacy: Dilly Dally <i>The InvestiGator Club Extension Activities</i> , p. 9	Music/Movement: Dance Fever <i>The InvestiGator Club Extension Activities</i> , p. 11	Literacy: Weather Watchers Investigation: Part 2 <i>The InvestiGator Club Extension Activities</i> , p. 42	Oral Language: End-of-Week Sharing Chair <i>The InvestiGator Club Extension Activities</i> , p. 42



Investigation Celebration

Day 11	Day 12	Day 13	Day 14	Day 15
Opening Circle Time				Investigation Celebration Day! Let's Investigate! Teacher Guide, pp. 232-233
Cross Curricular: Investigation Celebration: Get Ready <i>The InvestiGator Club Extension Activities, p. 43</i>	Oral Language: Rhymes and Chants <i>The InvestiGator Club Extension Activities, p. 44</i>	Oral Language: Rhymes and Chants <i>The InvestiGator Club Extension Activities, p. 44</i>	Oral Language: Celebration Costumes <i>The InvestiGator Club Extension Activities, p. 47</i>	
Everyday Literacy				
Phonological Awareness: Discriminate Musical Sounds <i>The InvestiGator Club Extension Activities, p. 43</i>	Alphabet Knowledge: Character Names: Part 1 <i>The InvestiGator Club Extension Activities, p. 45</i>	Phonological Awareness: Discriminate Sounds and Rhythms <i>The InvestiGator Club Extension Activities, p. 46</i>	Alphabet Knowledge: Character Names: Part 2 <i>The InvestiGator Club Extension Activities, p. 48</i>	
Small Group				
Art: Sponge Paint <i>The InvestiGator Club Extension Activities, p. 43</i>	Art: Clubhouse Painting <i>The InvestiGator Club Extension Activities, p. 45</i>	Shared Writing: Welcome Sign <i>The InvestiGator Club Extension Activities, p. 46</i>	Literacy: Celebration Patches <i>The InvestiGator Club Extension Activities, p. 48</i>	
Whole Group				
Physical Health/Art: Clubhouse Construction <i>The InvestiGator Club Extension Activities, p. 44</i>	Music: Practice the Theme Song <i>The InvestiGator Club Extension Activities, p. 45</i>	Music/Movement: Review the Theme Song <i>The InvestiGator Club Extension Activities, p. 47</i>	Music/Movement: Prepare the Theme Song and Instruments <i>The InvestiGator Club Extension Activities, p. 48</i>	
Closing Circle Time				
Literacy: Shared Writing: Create an Invitation <i>The InvestiGator Club Extension Activities, p. 44</i>	Literacy/Art: Shared Writing: Illustrate an Invitation <i>The InvestiGator Club Extension Activities, p. 46</i>	Oral Language: End-of-Year Sharing Chair <i>The InvestiGator Club Extension Activities, p. 47</i>	Oral Language: Project Display <i>The InvestiGator Club Extension Activities, p. 48</i>	



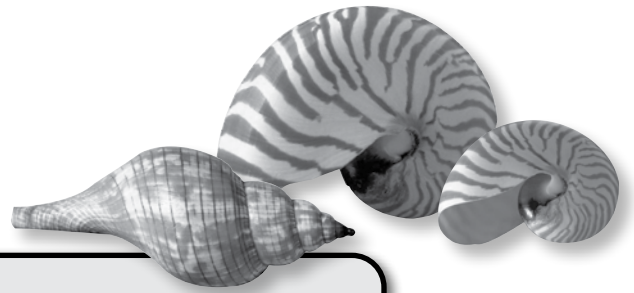
Just for Threes

Extension Activities

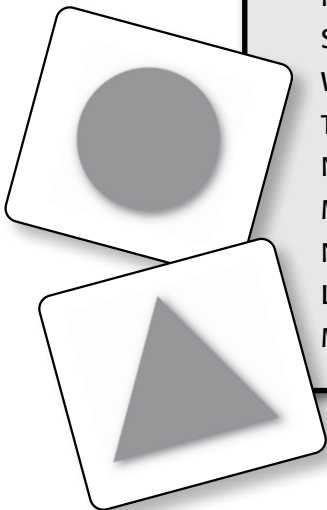
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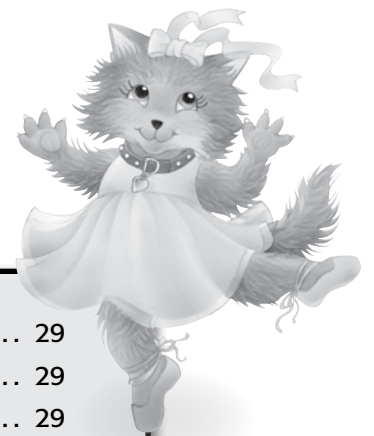
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Dilly and Manny Share	5
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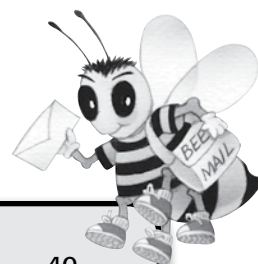
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Dramatic Play with Dilly and Friends Puppets

In advance, study the character descriptions in the **Teacher Resource Guide** on pages 13–16. For each character, gather a prop, such as a backpack for Dilly Gator, a globe for JT Gator, an artist's smock for Great Auntie Lu, a tutu for Rosalita Sausalita, a soccer ball for Manny Salamander, a tool belt for Chuck Wood, and a Bee Mail bag with junk mail for Bruno Buzzbee.

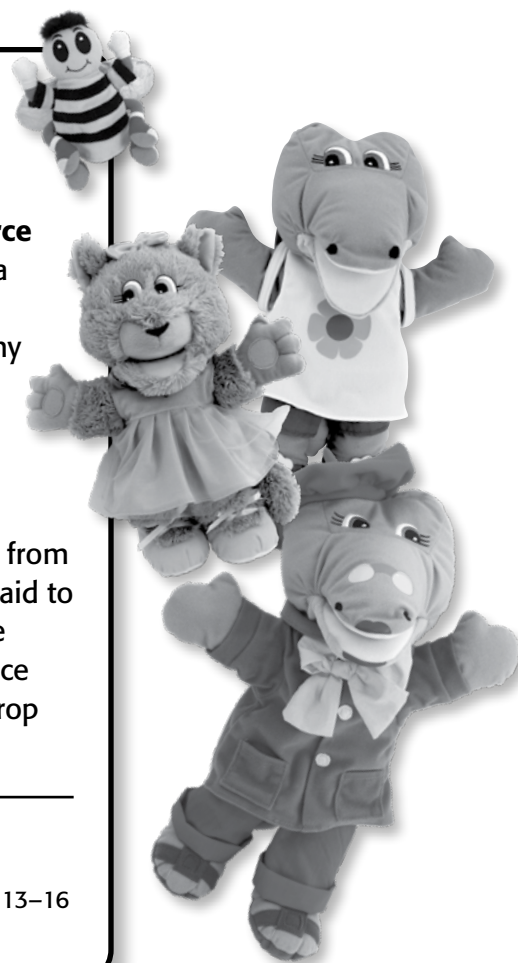
Choose a puppet to work with, one for you and one for the child. Have a conversation among you, the puppet, and the child, encouraging the child to repeat and talk with you. Use information from the character descriptions to introduce the character. Do not be afraid to go beyond the descriptions and make up your own ideas for the conversation. Take the child to the Dramatic Play Center and introduce him or her to the character's prop. Invite the child to play with the prop in an imaginative way. Repeat with each character over time.

Objective

- Participate in dramatic play activities.

Materials

- **Dilly and Friends Puppets**
- **Teacher Resource Guide**, pages 13–16
- one prop for each character



Nightlight Jungle Safari

Invite families to send whimsical nightlights or lamps from home. In advance, plug in the nightlights so they can all be lit at the same time.

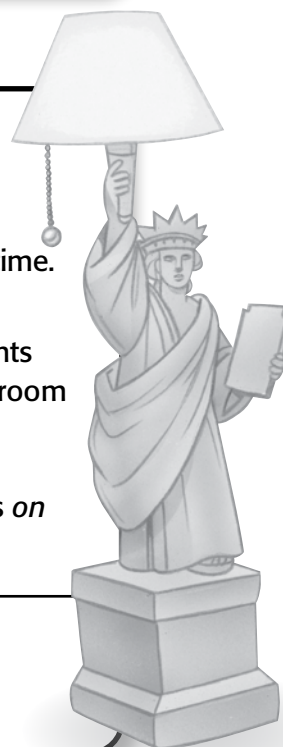
Read aloud or paraphrase *JT's Spooky Creepy Room*. Then help children work with you to turn on the nightlights. When all the lights are lit, have children join you on a pretend safari around the classroom using the nightlights to guide the way. Talk about what you see, describing each light and the light it brings to the room. Then go around the room and turn off each light. Be sure to use the words *on* and *off* and *bright* and *dim* as you go.

Objective

- Observe and describe.

Materials

- *JT's Spooky Creepy Room*
- whimsical nightlights or lamps



Birthday Celebration



Take or gather photos of each child. Use the poster to record each child's birthday. Invite families to send favorite things to post on the poster, such as favorite snacks in resealable plastic bags, favorite small toys, and photos of families and friends. Celebrate each child's birthday and the special photos and items you see.

As another option, celebrate the "birthday" of your town. Display historical and current information about the town. Invite the mayor to come in and have his or her photo taken with the children. Bring children to the poster and discuss what you see.

Objectives

- Develop and express an awareness of self.
- Connect past events to current events.

Materials

- **Dilly Birthday Poster**
- camera
- snacks, small toys, other items from home
- historical and current information about your town (optional)

JT's Days in Review

For two days, take photos of children in action. Print and post the photos on the poster next to *Yesterday* and *Today*. Be sure to record sentences as well, such as [*Yesterday*] *we gathered objects from nature*. [*Today*] *we learned about our five senses*. Write a sentence for *Tomorrow* on the poster. Then say: **Look at the space between each word. That helps us know where one word stops and the other begins.** Read the sentence together.

Display the poster so parents can see the learning that is taking place every day. Feature a single child on the poster. Record sentences and display photos to show milestones met or those you are pursuing. Each week or two, change the featured child.

Objectives

- Identify common events and routines.
- Recognize that words are separated by spaces.

Materials

- **JT Days Poster**
- camera

Great Auntie Lu's Clay Animals

Read aloud or paraphrase *Trouble at Triangle Beach*. Then work with each child to make a clay model of one of the animals in the story. Demonstrate different ways to manipulate the clay such as pinching, pulling, rolling, flattening, and cutting. Display each finished animal with a label that names the animal and the child artist.

Objectives

- Show interest in reading-related activities.
- Create artworks.

Materials

- *Trouble at Triangle Beach*
- modeling clay, labels

Great Auntie Lu's Featured Artist

Feature artworks created by individual children. Label the artworks with the child's picture and name. Bring children to the poster to discuss what they see. Each child should be represented on the poster.

As another option, celebrate a master artist. Display a picture of the artist and some of his or her artworks. Invite any parents who are artists to photograph and display their artworks on the poster as well.

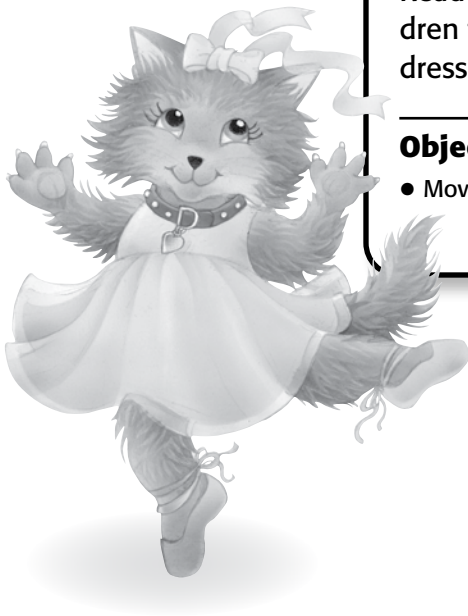
Objective

- Respond to artistic creations or events.

Materials

- Great Auntie Lu Art Poster
- children's artworks
- parents' artworks, famous artworks





Rosalita's Dance Recital

Read aloud or paraphrase *The Silly Dilly Dance*. Then work with children to perform a dance recital of their own. Provide donated dance or dress-up costumes and have children dance to a favorite song.

Objective

- Move and dance to music.

Materials

- *The Silly Dilly Dance*
- costumes for children

Rosalita's Word of the Week

Introduce common words and phrases, such as colors, food items, or articles of clothing, in English and Spanish. Choose from **Vocabulary Cards 13–16, 27–29, 64–68, and 70–72**. After reading each word and displaying the corresponding picture on the card, revisit one of the **Vocabulary Cards** and have children look through magazines to find another picture of the word to place on the poster.

Then choose a special word to which you would like children exposed, such as *please*. Use the word often and bring children to the poster to “read” the word as you say it. Point to and say each letter in the word, explaining that the letters work together to make the word.

Objectives

- ELL: Develop a vocabulary of object names and English phrases.
- Follow print as it is read aloud.
- Recognize that letters are grouped to form words.

Materials

- **Rosalita Word Poster**
- **Vocabulary Cards 13–16, 27–29, 64–68, 70–72**
- old magazines

Dilly and Manny Share

Read aloud or paraphrase *It's My Turn*. Then work with each child to practice taking turns. Have the child choose a favorite toy. Then role-play using a **Dilly and Friends Puppet**. Have the puppet ask: **May I play with that toy?** Gently encourage the child to share the toy by taking turns with the puppet. Have the puppet thank the child for sharing. Praise the child and puppet for using polite words such as *please* and *thank you*.

Objectives

- Use appropriate language and style.
- Take turns in activities and interact effectively.

Materials

- *It's My Turn*
- **Dilly and Friends Puppets**



Manny's Weather

Photograph children dressed for different types of weather. Post the names of the four seasons and display the photos near the words. Bring children to the poster and discuss what you see.

Another option would be to take photos of your center on a sunny, rainy, windy, snowy, and cloudy day. Be sure the sky is in the scene. Bring children to the window and talk about the weather each day. Post the corresponding photo, changing it each day as appropriate.

Objectives

- Use scientific words and phrases in descriptions.
- Observe changes in weather.
- Discuss topics, ideas, and tasks.

Materials

- **Manny Weather Poster**
- camera and printer

Dilly and Chuck Wood's Go-cart

Read aloud or paraphrase *Superhero to the Rescue*. Then have each child choose a ride-on toy and pretend that it is a go-cart. Play music and encourage children to move as it plays. Stop the music and encourage children to "freeze" when the music stops. Play until children tire.

Objectives

- Understand and follow directions.
- Move and dance to music.

Materials

- *Superhero to the Rescue*
- ride-on toys from school and home

Chuck's Safety Tip

Here are three easy ways you can use the **Chuck Safety Poster**:

- Record classroom safety tips and display photos of teachers and children following them.
- Help parents learn safe travel practices by displaying tips and publications on the poster.
- Post safety-related announcements. For example, notify parents that a police officer or firefighter will be visiting at pick-up time to check that car seats are properly installed.

Objective

- Follow basic health and safety rules.

Materials

- **Chuck Safety Poster**



Watch It Grow Flowers Investigation: Part 1

Read aloud or paraphrase *Mystery in the Garden*. Take children outside and go to a good outdoor planting area. Have children help you plant sunflower seeds. Discuss how plants are living things and need water, food, and air to grow over time. Take a group photo near the area. Print and post the photo. Tend the seeds and take new photos as the flowers and children grow. Post the photos in chronological order. Send home a flower with each family as the sunflowers bloom.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Observe cycles.
- Identify plants as living things.
- Cooperate with others in an activity.

Materials

- *Mystery in the Garden*
- sunflower seeds, outdoor planting area, gardening tools
- camera and printer

Bruno's Bee Mail

Use the **Bruno Bee Mail Poster** in one of these ways:

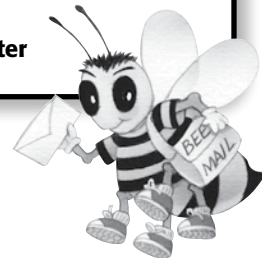
- Write a question to launch a special activity for the day, such as *What can you make with dough?*
- Announce special events such as upcoming visitors, new classroom materials, special holiday celebrations, classroom rules, the menu, and so on.
- Use the poster to deliver "the buzz." For example, if children want to know more about grasshoppers, the poster may contain a message from Bruno Buzzbee with an interesting fact about grasshoppers.

Objective

- Listen for different purposes.

Materials

- **Bruno Bee Mail Poster**



Let's Investigate! Investigation

Explore and discover things in the neighborhood, on field trips to local places, or even in unlikely places such as a grocery store set up in the Dramatic Play Center. This Investigation can last one day or be revisited several times over the entire week.

Hide an object inside a colorful, wrapped gift box with a separate lid. Ceremoniously display the box for children. Shake the box and talk about what might be inside. Enthusiastically open the box and pull out the object. Have each child touch it as you name it, describe it, and talk about its uses.

Place the object in a special display area as you add to the collection by hiding and revealing other special objects. Have each object revolve around a specific theme such as letters of the alphabet, toys, kitchen items, animals, and so on.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Observe and discuss properties of objects, materials, and organisms.
- Discuss topics, ideas, and tasks.

Materials

- colorful, wrapped gift box with a separate lid
- interesting objects that revolve around a theme (such as letters of the alphabet, toys, or kitchen items)

Ham It Up

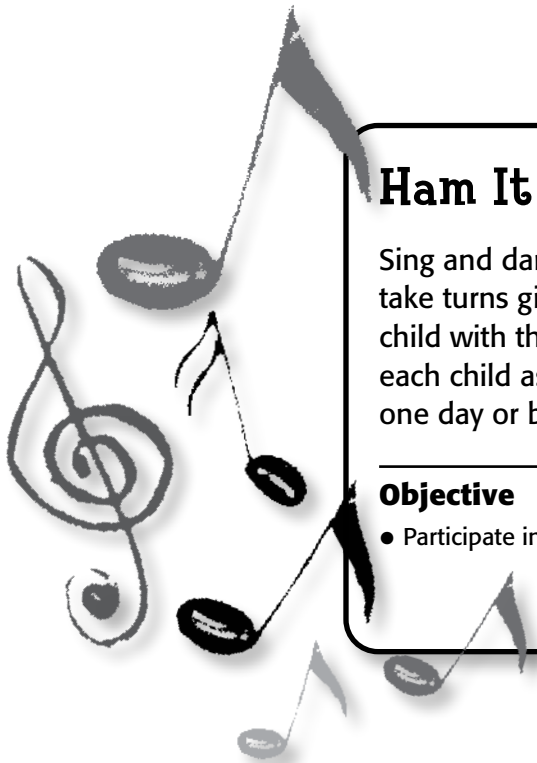
Sing and dance to the "InvestiGator Club Theme Song." During the song, take turns giving children a toy or working microphone. Encourage the child with the microphone to sing into it and put on a show. Clap for each child as you transition to another performer. This activity can last one day or be revisited throughout the week.

Objective

- Participate in various musical activities.

Materials

- Dilly's Music and Movement CD
- Theme Song Poster
- toy or working microphone



Under Construction Investigation

In advance, set up a child-sized obstacle course with soft furniture and large, open cardboard boxes. Read aloud *Adventure in Circle Forest*. Tell children that they will go on a hike through Circle Forest with you. Lead children through the course creatively by crawling and climbing over, under, and through objects. When everyone has reached the end, congratulate them. Rearrange the course, and take children through it again. This Investigation can last one day or be revisited throughout the week.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Coordinate movements when playing.
- Participate in games, outdoor play, and exercise.

Materials

- *Adventure in Circle Forest*
- soft furniture; large, open cardboard boxes

Dilly Dally

Display the **Alphabet Cards** where children can clearly see all the letters. Then sing along as you play “Dilly’s Alphabet Song” on the CD. As each letter is named, point to the appropriate **Alphabet Card**.

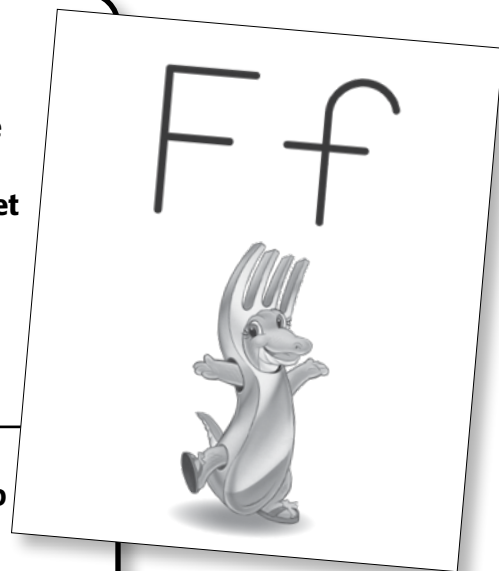
Distribute uppercase **ABC Game Cards** and play the song again. Tell children to hold up the corresponding card when they hear the letter named in the song.

Objective

- Listen to and sing along with alphabet songs.

Materials

- *Dilly’s Music and Movement CD*
- *Alphabet Song Poster*
- *Dilly’s Alphabet Cards*
- *ABC Game Cards*





Build a Word

Choose one letter page of *Dilly's Alphabet Show*. Read the page. Have children touch each costume and prop as you name it. Encourage children to repeat the names after you. Choose one prop and help children build the word with the lowercase foam letters and a metal baking sheet. Repeat with other props as children show interest. Explore a different letter page each day or once a week.

As an extension of this activity, you might wish to have children trace the uppercase and lowercase foam letters on drawing paper.

Objective

- Recognize that letters are grouped to form words.

Materials

- *Dilly's Alphabet Show*
- **Magnetic Foam Letters**
- metal baking sheet

Healthy You Investigation

Invite children to engage in active play that demonstrates development and strength of specific body parts, such as arms, legs, torso, hands, feet, and even brain. For example, have them:

- perform stretching exercises.
- play games like Squirrels in a Tree; Duck, Duck, Goose; or Statues.
- use playground equipment.
- perform dances to the songs on **Dilly's Music and Movement CD**.

Photograph children in action. Post the photos on a bulletin board with labels that tell the children's names. Also include explanations of the activities in which children are engaged and the physical and cognitive skills they are developing. This Investigation can last one day or be revisited multiple times over an extended period.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Increase in physical growth, strength, stamina, and flexibility.

Materials

- **Dilly's Music and Movement CD**
- playground equipment
- active toys, camera, bulletin board supplies

Dance Fever

Listen, sing, and move to the songs on **Dilly's Music and Movement CD**.

Try these easy, new movements for each song:

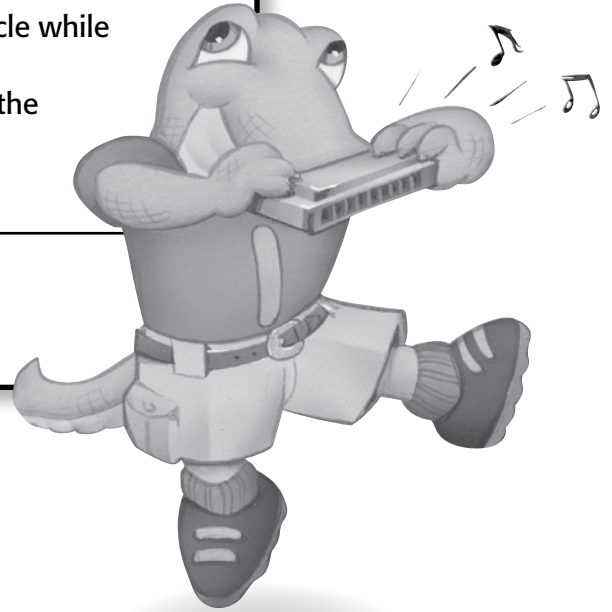
- "Gone Investigating" (Track 3): dance with rattles and shakers
- "The More We Get Together" (Track 4): dance in a circle while holding hands
- "Dilly Builds with One Hammer" (Track 6): pound to the beat with plastic hammers
- "I'm Glad to Be a Bee" (Track 9): dance with scarves

Objectives

- Experiment with musical instruments.
- Move and dance to music.

Materials

- **Dilly's Music and Movement CD**



Wake Up!

Show **Oral Language Card 7** and talk about what you see on both sides of the card. Read aloud the words as you track the print.

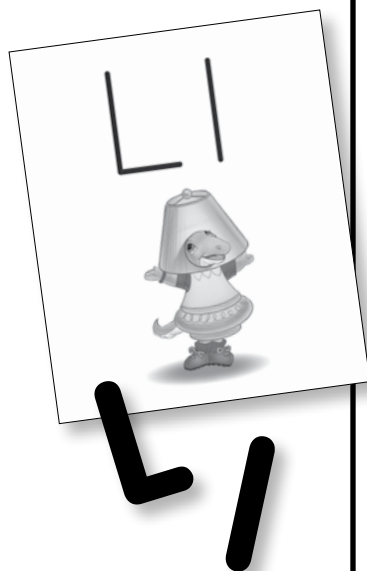
Then play a game with the images. Lie down and enthusiastically act out the word on the front of the card: *wake*. Be sure to yawn and make other waking noises and movements. Invite children to imitate you. Repeat with the other words on the card: *dress*, *wash*, *comb*, and *brush teeth*.

Objective

- Associate pictures with their labels.

Materials

- **Oral Language Card 7**



Dilly's Alphabet Cards

Choose a letter. Place matching uppercase and lowercase **Foam Letters** on a table or on the floor. Help each child use his or her finger to trace the uppercase and lowercase letters on the front of the card.

Name the letter. Talk about what the letter looks like in its capital and small forms. Guide each child to put the matching foam letters under the correct letters on the card.

Talk about the costume. Turn over the card. Have each child say the letter's name and use his or her finger to trace the letters at the top of the card. Then help each child use modeling clay, a dry erase marker, chenille stems, or linking cubes to form the letters at the bottom of the card. Talk to children the entire time, describing the steps as you go. Post the **Alphabet Card** in a prominent place in the room.

Objectives

- Trace and write letters.
- Match and sort letters.
- Associate the names of letters with their shapes and sounds.

Materials

- **Dilly's Alphabet Cards**
- **Magnetic Foam Letters**
- modeling clay, dry erase markers, chenille stems, or linking cubes

Finny, Feathery, Furry Friends Investigation

In advance, choose a specific continent, such as Australia, Africa, or Asia. Set up a classroom display that includes a map of the continent as well as photos, magazine pictures, and toys that show animals that live on the continent. Label everything in the display.

Gather children around the display and interact with one or two animals, offering as much information about them as possible—perhaps reading or paraphrasing a short picture book about the animal(s). Have children move in and out of the display and touch when appropriate. Invite families to bring in objects to add to the display. This Investigation can last one day or be revisited multiple times over an extended period.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Collect, describe, and record information through discussions, drawings, maps, or charts.

Materials

- map, picture books, photos, and toys of animals from a specific continent

Shape Hunt

Show **Oral Language Card 18** and talk about the shapes and words on both sides of the card. Read aloud the words as you track the print. Hold **Vocabulary Card 36** and match it to a square you find in the classroom. Show children how the two shapes are both squares.

Then take children on their own classroom shape hunt. When you find an object together that is one of the following shapes, help the child tape a small paper shape to it as you name it: **square, rectangle, circle, oval, triangle**. Retrace your steps, and help the child remove each shape as he or she names it.

Objectives

- Recognize, describe, and compare shapes.
- Name shapes and their parts and attributes.

Materials

- **Oral Language Card 18**
- **Vocabulary Card 36**
- small paper square, rectangle, circle, oval, and triangle; tape

Splash and Dig Sand Castle Investigation

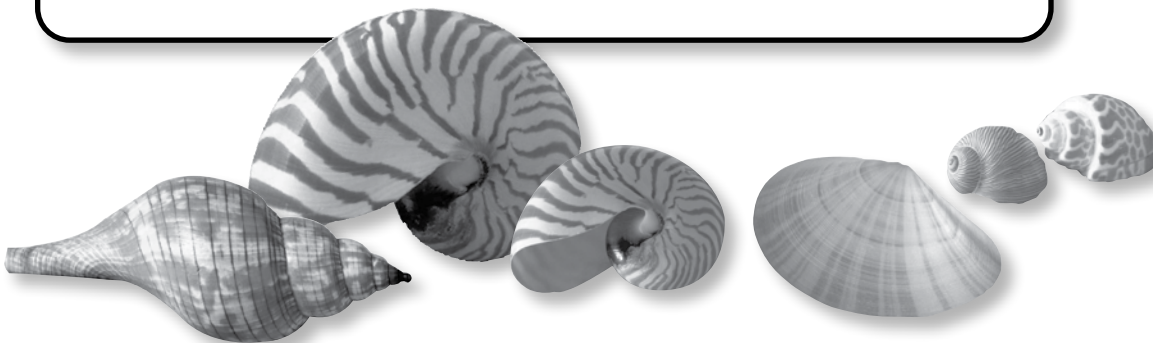
Display *Children Playing on the Beach* **Art Print** near the sand and water table. Talk about the scene, including the boats, water, sand, children, pails, and shovels. Encourage children who have visited a beach to share their experiences with the group. Then let children play at the sand and water table using a pail and shovel to create their own sand castles.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Use materials in dramatic play situations.

Materials

- **Art Print 6**
- sand and water table, pail, shovel



The InvestiGator Clubhouse Investigation

Read aloud or paraphrase *Adventure in Circle Forest*. Then help children work with you to make a clubhouse from materials such as play structures, blankets, boxes, short ladders, and so on. Emphasize the need to take turns and be kind when working with others. Meet inside the clubhouse as a group, sit down, and sing a simple song before leaving.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Take turns in activities and interact effectively.

Materials

- *Adventure in Circle Forest*
- clubhouse-making materials such as play structures, blankets, boxes, short ladders

Math Board

Introduce the number indicated on the lesson planner. Ask a volunteer to feel the **Foam Number** and place it on the board. Have the child trace the number with his or her finger as you name it and talk about its shape. Then have the child jump up and down that number of times. Have everyone count aloud as he or she jumps.

Ask another child to place the corresponding **Counting Strip** on the board. Place the child's fingers on each picture as you count aloud. Explain that the number stands for the number of objects in the pictures and the number of jumps the first child performed. Have a third child place counters below the counting strip for one-to-one correspondence. Place the child's fingers on each counter as you count aloud. Then go back to the **Foam Number**, and have the child trace and name it. Explain that the number stands for the number of counters.

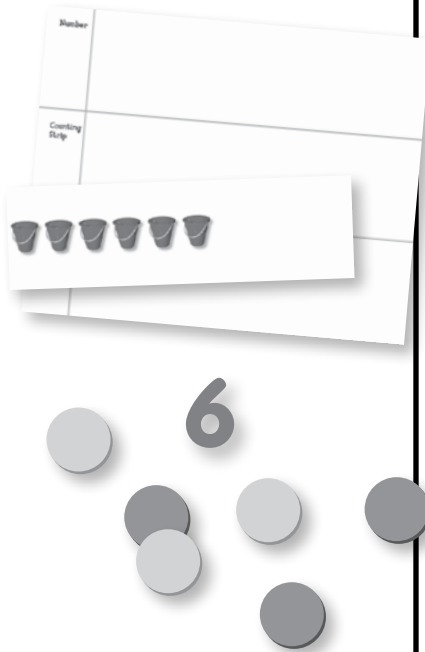
You will eventually introduce numbers 1–10.

Objectives

- Use one-to-one correspondence in counting objects.
- Associate number concepts, vocabulary, quantities, and written numerals.

Materials

- Math Board
- Foam Numbers
- Counting Strips
- counters



Watch It Grow Flowers Investigation: Part 2

Reread or paraphrase *Mystery in the Garden*. Revisit the first activity on page 7 of the *Extension Activities*. Take children outside where they have planted the sunflower seeds. Have children observe and describe any growth in the plants. Take another photo of you and the children near the area. Post the photo next to others you may have taken to track the flowers' growth. Remind children that living things need water, food, and air.

Continue to take new photos as the flowers and children grow. At the end of the Investigation, explore uses for sunflower seeds. Offer them as healthy snacks or as food for the birds and squirrels.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Observe changes in size, color, and position.
- Recognize that living things need water, food, and air.

Materials

- *Mystery in the Garden*
- camera and printer



Alphabet Flapboard

Choose one letter of the alphabet. Place both its uppercase and lowercase foam letters on a table or on the floor. Also, choose one costume and one prop **Flap Filler** that begin with your chosen letter.

Ask a volunteer to put the **Flap Fillers** into the **Alphabet Flapboard**. Guide the child to place the **Foam Letters** on the stage. As you name the letters, have the child trace them. As the child opens and closes the doors, have everyone say the name of the costume or prop.

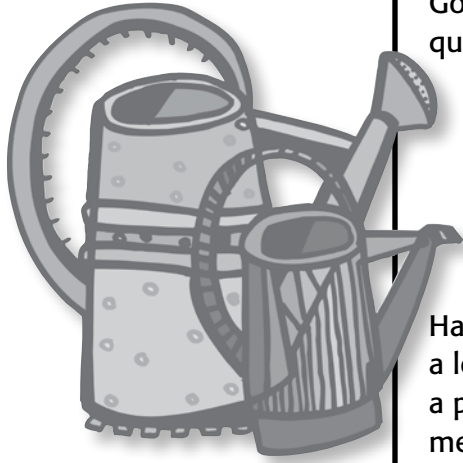
Explore a different letter each day or once a week. Repeat the letter, costume, and prop introduction until children can name all the costumes and props. After children are familiar with several of the letters, costumes, and props, help them play the first game on the back of the **Alphabet Flapboard**.

Objectives

- Trace and write letters.
- Associate the names of letters with their shapes and sounds.

Materials

- **Alphabet Flapboard**
- **Flap Fillers**
- **Magnetic Foam Letters**



Watch It Grow Leaf Collection Investigation

Go on a walking field trip to look for different kinds of leaves. Ask questions about the leaves to help children focus on their attributes.

- **What color is the leaf you found?**
- **What shape is it?**
- **Do you see the tiny veins? A stem?**
- **Is a leaf a living thing? How do you know?**
- **What kind of plant did this leaf come from?**

Have children bring their leaves back to the classroom. Let them make a leaf collection by arranging and gluing their leaves into the bottom of a pizza box. Help them label each leaf. Display the leaf collections in the media center, hall, Science Center, or another place for others to enjoy.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Observe and discuss properties of objects, materials, and organisms.

Materials

- leaves, magnifying glasses, empty pizza boxes or pieces of cardboard, glue

Weather Watchers Investigation: Part 1

Invite each family to bring a wind chime, windsock, or flag to hang in a tree near an outside classroom window. Label the objects with family names.

Bring children outside on calm and windy days and talk about what you see and hear. Take photos of children's experiences and reactions. Post the photos on a bulletin board that has detailed captions telling about your experiences.

This Investigation can last one day or could be extended over a period of days.

Objectives

- Use scientific words and phrases in descriptions.
- Observe changes in size, color, and position.
- Observe changes in weather.

Materials

- a variety of wind chimes, windsocks, flags
- labels, camera, printer, bulletin board supplies

People Placemats

Show **Oral Language Card 2** and talk about what you see on both sides of the card. Read aloud the words as you track the print. Help each child adhere family photos to a sheet of construction paper. Label the paper with family members' names and prominently feature the child's name.

Laminate the paper to make a placemat to use during class time for messy art or eating. Each time you use a placemat, identify the people in the photos for the child and encourage him or her to repeat names after you. Send home the placemats at a later date.

Objective

- Associate pictures with their labels.

Materials

- **Oral Language Card 2**
- construction paper, adhesive, family photos, markers, laminator

Weather Watchers Sidewalk Investigation

Use **Oral Language Card 64** to spark interest and a discussion about different kinds of weather. If possible, go outside and feel the weather. Then have children create weather scenes on the sidewalk.

Using the chalk, have children draw their weather scenes. You might want to take photos of each child's artwork and post them on a classroom bulletin board or on the class web site.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Create artworks.

Materials

- **Oral Language Card 64**
- large pieces of chalk
- camera and printer



Is It Red, Yellow, or Blue?

Use paper clips to attach each **Vocabulary Card** horizontally across the top of the chart paper. Then tape the chart paper to a wall.

Write a label beneath each card as you have children name the three colors. Then ask them to look around the room to name things that are each color. Record their responses in English or Spanish on the chart paper under the corresponding color card.

Help children count the number of items under each color. Write the number at the end of each column. Ask which color has the most objects.

Objectives

- Identify primary colors.
- Identify objects in the environment.

Materials

- **Vocabulary Cards 27–29**
- chart paper, paper clips, tape

Loudest to Softest

Display the picture side of **Vocabulary Cards** (61) *train*, (77) *cow*, (78) *lion*, and (99) *wind*. Identify the picture names with children.

Ask children to imitate the sound each object makes. Then have them choose the one that is the most quiet (the softest) and lay the card down on the table. Continue arranging the pictures from softest to loudest. Repeat by having children arrange the pictures from loudest to softest.

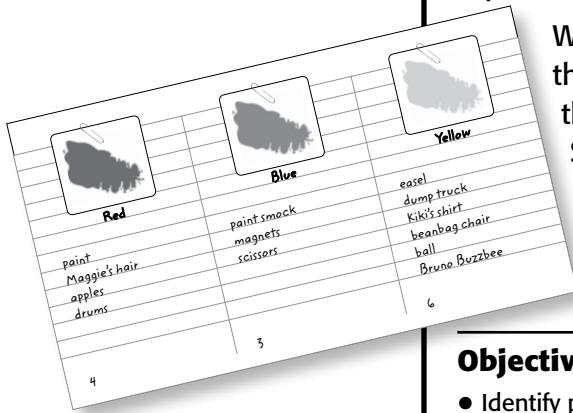
Continue the activity using four new cards, such as (40) *drum*, (58) *airplane*, (74) *cat*, and (75) *dog*.

Objectives

- Identify environmental sounds.
- Compare several objects based on one attribute.

Materials

- **Vocabulary Cards 40, 58, 61, 74, 75, 77, 78, 99**



We Like to Eat and Drink

Display the picture side of the **Vocabulary Cards** for *eat* and *drink*. Say the names with children, and turn over the cards to show the words.

Ask each child to name a food and a beverage that he or she likes. Model what to say by beginning with an example of your own: **I like to eat (carrots). I like to drink (milk).** Then have each child take a turn saying the sentences and filling in the name of a favorite food or beverage.

On chart paper, record children's names with their responses in English or Spanish under two columns labeled *Eat* and *Drink*. After the chart is complete, read the names of the foods and beverages again using complete sentences. Begin each sentence with the child's name: **(Bianca) likes to eat (carrots).**

Objectives

- Understand and use language to communicate.
- Discuss topics, ideas, and tasks.

Materials

- **Vocabulary Cards 21, 22**
- marker, chart paper

All Sorts of Shapes

Display **Vocabulary Cards 36–39**. Name each shape with children. Point out the differences in the shapes.

Place the cards picture-side up on a table or on the floor. Invite children to look around the room for objects to place under each shape to form a graph. Count the number of objects under each shape.

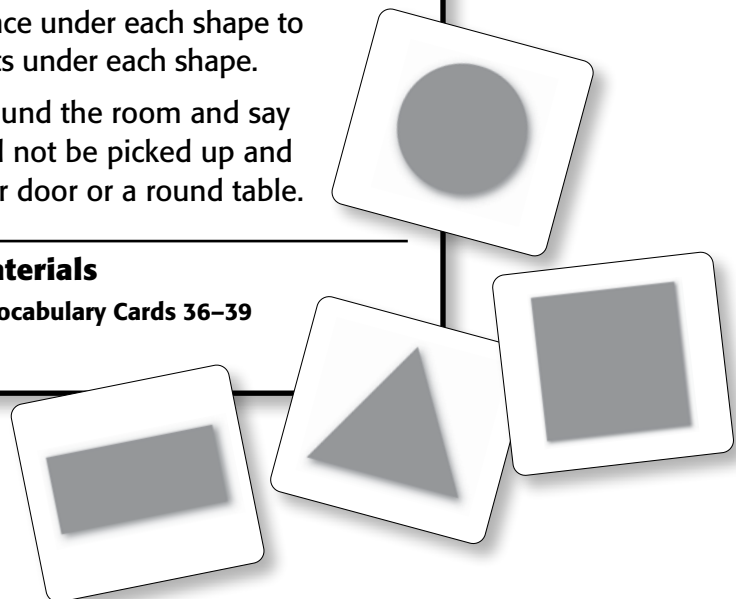
Allow children to take one more look around the room and say the names of any large objects that could not be picked up and placed in the graph, such as a rectangular door or a round table.

Objective

- Recognize, describe, and compare shapes.

Materials

- **Vocabulary Cards 36–39**



Alphabet BINGO

For this game, each small group should have four to six players and be seated around a table or at desks where they have a surface to place their game cards. Give each player four uppercase or lowercase **ABC Game Cards** to place letter-side up in front of him or her.

Using the **Alphabet Cards**, randomly choose a letter to show children. Identify both the uppercase and lowercase letters on the card, and display the card in a pocket chart. Ask children to look at their cards to see if they have a matching letter. If they do, they should turn the card over, picture-side up.

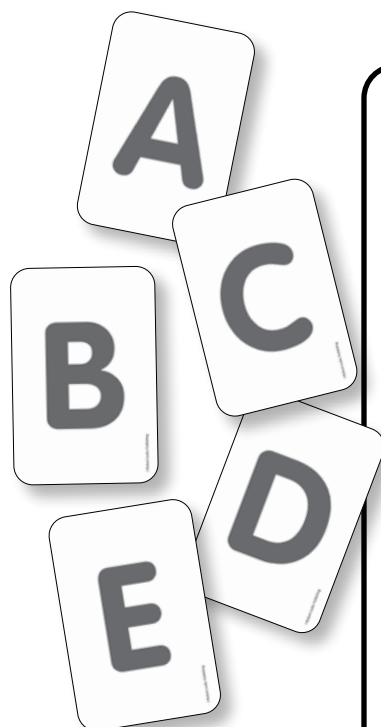
The first player to turn all four cards over has BINGO. Have the player turn each card back to the letter side and name all four letters. Check for accuracy by looking at the pocket chart. If the player has BINGO, begin a new game.

Objective

- Match and sort letters.

Materials

- **ABC Game Cards**
- **Dilly's Alphabet Cards**
- pocket chart



Feely Bag Letters

Place the uppercase letter cards *A*, *B*, *C*, *D*, and *E* letter-side up on the floor in front of players. Place the corresponding uppercase **Foam Letters** in the cloth bag.

Point to a card and name the letter. The players then reach into the bag to find the matching **Foam Letter**. Players pull the **Foam Letter** out of the bag and lay it on the **ABC Game Card** to confirm the match.

When all five matches have been made, repeat with five new cards and corresponding **Foam Letters** as time allows.

Objective

- Match and sort letters.

Materials

- **ABC Game Cards** (uppercase only)
- **Magnetic Foam Letters** (uppercase only)
- cloth bag

Letter Swat

For this game, each small group should have no more than four children. Use both the uppercase and lowercase **ABC Game Cards**.

The dealer places six cards letter-side up in the center of the table, leaving space between the cards. The remaining cards are placed in a stack off to the side.

The dealer identifies a letter on one of the cards. The first player to find and swat the card gets a chance to repeat the letter name while pointing to the card. If the player is correct, the card is removed and a new card is drawn from the stack to replace it.

The winning swatter becomes the dealer. He or she identifies the next letter for the players to find and swat. Play continues until all the letters have been identified.

Objective

- Associate the names of letters with their shapes and sounds.

Materials

- **ABC Game Cards**

Where's Bruno?

Tell children to turn around. Place five **ABC Game Cards**, starting with *A, B, C, D, E*, in alphabetical order in a pocket chart. Place the Buzz Card over one of the letters.

Have children turn back around to face you. Then point to each letter and ask them to say the letter names with you. Explain when you get to the Buzz Card, you will clap. For example, *A, B, C, (clap), E*.

Then ask: **Where's Bruno? What letter is he covering?** Tell the players to stand and answer if they know. Identify the first player who correctly says: **Bruno is on the letter (D)**. Ask the other players if they agree, then have the child come forward to remove the Buzz Card and reveal the letter to verify.

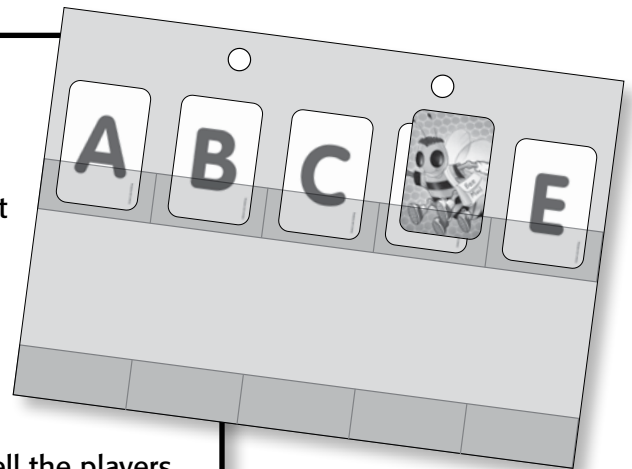
Repeat with the next five cards in the alphabet.

Objective

- Identify at least ten letters of the alphabet.

Materials

- **ABC Game Cards**
- pocket chart



Letter Match

Before class, create two sets of matching uppercase letters made from the **ABC Game Cards** and **Foam Letters** to distribute to the class. There should only be as many letters as there are children in the class.

Divide children into two groups. Give each child in the first group the set of **Foam Letters**. Give the second group of children the corresponding **ABC Game Cards** set. Encourage children to look carefully at their letters without showing anyone else and then hide them in their hands until the music starts.

After distributing the cards and magnetic letters, explain that when the music starts they should walk around the classroom and try to find a friend who has the same letter. Play the CD, and have children start searching for their letter friend. Encourage children to hold up their letters so that everyone can see them.

When children find their match, they should come to you to verify that their letters are the same. If they are, say: **You both have the letter (A). That's a match!** If the match is not correct, encourage children to rejoin the game.

Objective

- Match and sort letters.

Materials

- **ABC Game Cards** (uppercase only)
- **Magnetic Foam Letters** (uppercase only)
- **Dilly's Music and Movement CD**

Looking for Letters

In this game, each child will be given an uppercase card or **Foam Letter** that matches the first letter in his or her name. Prepare the letters ahead of time.

Distribute letters to the class. As you hand each child his or her letter, say: **Hi, (Elise). Your name starts with this letter, the letter (E).** Then have children search the classroom for one example of environmental print with their specific letters. Ask children to hold up their letter next to the letter they find in the classroom. Verify that the letters match.

Objective

- Match and sort letters.

Materials

- **ABC Game Cards** (uppercase only)
- **Foam Letters** (uppercase only)
- **Dilly's Alphabet Cards** (optional)



Letter Pictures

Use uppercase **ABC Game Cards A–E** for this game. Distribute drawing paper and crayons to children. Ask them to wait to draw.

Assign each row or table of children one of the letters. Hold up the letter card for that group and name the letter. Then show them three pictures of objects that begin with their letter. Say: **You will all be letter A. A is for *apple, alligator, and airplane*. Which picture will you draw for your letter?**

Continue with the remaining letters and groups. Circulate through the room to help children with their drawings.

Objectives

- Know that letters of the alphabet are a special category of visual graphics.
- Create artworks.

Materials

- **ABC Game Cards** (uppercase only)
- photos, magazine pictures, drawing paper, crayons

Say My Name

Have children sing “The Alphabet Song” as you point to the letters on the **Alphabet Song Poster**. Then recite the alphabet with children again, stopping at each letter that begins a name of a child in the class.

Ask children to raise their hands if their names start with the letter where your finger is pointing. Say: **This is letter (E). Do we have anyone in our class whose name starts with (E)?** If no one responds, then proceed to say: **I think we do. (Elijah)’s name starts with (E).**

Continue until all children have been named and you have finished reciting the alphabet.

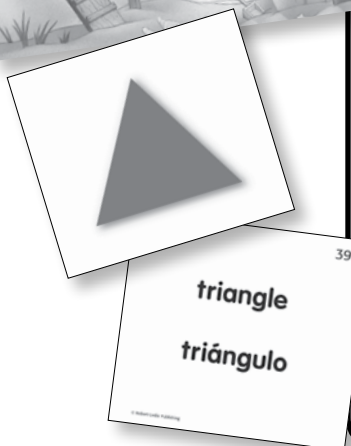
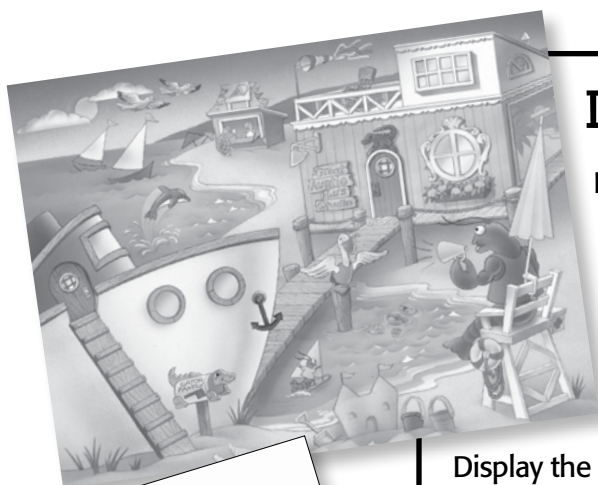
Objectives

- Listen to and sing along with alphabet songs.
- Know that letters of the alphabet are a special category of visual graphics.

Materials

- **Alphabet Song Poster**





Introduce Triangles

In advance, outline a large triangle on a sheet of colored paper for each child and tape a large piece of chart paper to a classroom wall. Show children **Vocabulary Card 39**. Ask if anyone knows what shape is on the card. Explain that this shape is called a triangle. Then say: **This week we are learning about Dilly Gator. Dilly lives at Triangle Beach. Let's try to find triangles where she lives!**

Display the "Gone Investigating" **Flapboard** of Triangle Beach. Ask children to point to and name the triangles they see in the picture. Then ask children to point to any triangles in the classroom.

Have each child cut out the triangle. Begin a shape collage by asking children to glue their cutout triangles on the chart paper.

Objectives

- Recognize, describe, and compare shapes.
- Create artworks.

Materials

- **Vocabulary Card 39**
- **Flapboards:** "Gone Investigating"
- drawing paper, chart paper, scissors, glue

Introduce Squares

In advance, outline a large square on a sheet of colored paper for each child. Show children **Vocabulary Card 36**. Ask if anyone knows what shape is on the card. Explain that this shape is called a square. Then say: **We have been learning about Rosalita Sausalita. Rosalita lives in City Square. Let's search for squares where she lives!**

Display the "Gone Investigating" **Flapboard** of City Square. Ask children to point to and name the squares they see in the picture. Then ask children to point to any squares in the classroom.

Have each child cut out the square you have outlined on paper. Add to the shape collage by asking children to glue their cutout squares on the chart paper.

Objectives

- Recognize, describe, and compare shapes.
- Create artworks.

Materials

- **Vocabulary Card 36**
- **Flapboards:** "Gone Investigating"
- drawing paper, shape collage, scissors, glue

Introduce Circles

In advance, outline a large circle on a sheet of colored paper for each child. Show children **Vocabulary Card 38**. Ask if anyone knows what shape is on the card. Explain that this shape is called a circle. Then say: **We are learning about Chuck Wood. Chuck lives in Circle Forest. Let's search for circles where he lives!**

Display the "Gone Investigating" **Flapboard** of Circle Forest. Ask different children to point to and name the circle shapes they see in the picture. Then ask children to point to any circles they see in the classroom.

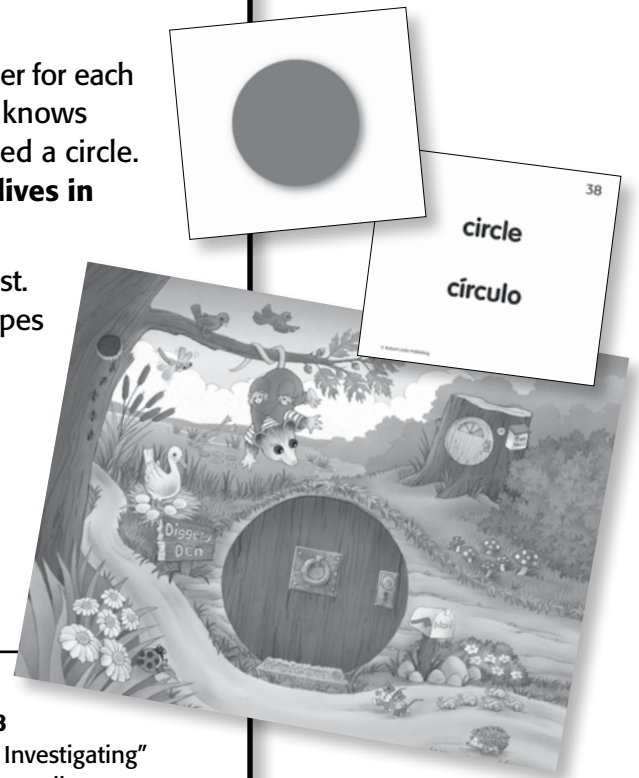
Have each child cut out the circle you have outlined on paper. Add to the shape collage by asking children to glue their cutout circles on the chart paper. Explain that they should try to put their circles around the other shapes and not to cover them.

Objectives

- Recognize, describe, and compare shapes.
- Create artworks.

Materials

- **Vocabulary Card 38**
- **Flapboards:** "Gone Investigating"
- drawing paper, shape collage, scissors, glue



Name Game

Say each child's name and ask: **Does anyone have the same name?** Point out phonological features of each child's name. For example: **The name *Paul* sounds like *ball*. Elizabeth is a lovely, long name.** Clap for each syllable as you say *E-liz-a-beth*.

Objectives

- Identify own name and names of some friends.
- Recognize rhymes.
- Hear and discriminate separate syllables in words.

Self Portrait

Give children hand mirrors and invite them to look into them. Ask: **Who do you see?** Continue by asking questions such as: **How many ears do you have? What color are your eyes?** Then have children color a picture of themselves.

Objective

- Develop and express an awareness of self.

Materials

- plastic hand mirrors, crayons, drawing paper



Welcome Book

Read *The Kissing Hand* by Audrey Penn, *Llama Llama Misses Mama* by Anna Dewdney, or another favorite welcoming book. To help children focus on listening to the story, read the title aloud and encourage them to explore the pictures before you begin reading.

Objective

- Listen to storybook reading.

Materials

- a storybook, such as *The Kissing Hand* or *Llama Llama Misses Mama*

Teacher Portrait

Distribute art materials to children. Have children paint a picture of one of their teachers. Be sure to praise children for their efforts. Circulate throughout the classroom to help children label their drawings.

Objective

- Create artworks.

Materials

- paint, paintbrushes, drawing paper

Name Tags

Using children's photos, create and display a name tag with a photo of each child. Have children trace the letters in their names. Then, using the **ABC Game Cards**, display one uppercase letter at a time for the first letter in each child's name. Say the letter aloud and then point to the matching letter on the child's name tag.

Objective

- Trace and write letters.

Materials

- photo of each child, name tags
- **ABC Game Cards** (uppercase only)

Mold Clay

Display several **Vocabulary Cards** associated with fun activities. Then have children mold clay to show something they like to do. When children complete their artworks, work together to create a sculpture garden in the classroom. Encourage each child to describe his or her sculpture as you tour the "garden." Ask: **Why did you choose to make a sculpture for this activity? How does (swimming) make you feel?**

Objective

- Develop and express an awareness of self.

Materials

- **Vocabulary Cards** 45, 46, 48
- clay



Naptime Routines

Tell the story “The Three Bears.” Then talk about naptime routines such as laying mats on the floor, keeping your hands to yourself, and resting quietly. Display **Vocabulary Cards 19** and **20**. Invite children to describe what they do before they go to sleep and after they wake up.

Objective

- Listen to and discuss books and poetry.

Materials

- Vocabulary Cards 19, 20

Loud and Soft

Have children listen to “Pets and Other Animals” (Track 1) on the **Listen to Your World CD**. Then ask children to make loud sounds and soft sounds as you name each animal: **dog, cat, cow, horse, sheep, pig**. For example, say: **Make a loud sound like a dog. Now make a soft sound like a cat.**

Objective

- Identify environmental sounds.

Materials

- Listen to Your World CD

Make Your Own Stick Puppets: Part 1

Make stick puppets of Dilly Gator, JT Gator, and Great Auntie Lu. Use the cutouts on **Teacher Resource Guide** pages 119–121. Have children color the characters. Then cut them out and have children glue them to strips of cardboard or cardstock.

Objective

- Create artworks.

Materials

- crayons, glue, cardboard or cardstock, safety scissors
- photocopies of characters from **Teacher Resource Guide**, pages 119–121



Crunchy Sounds

Have children listen to “Snack Time” (Track 7) on the **Listen to Your World CD**. Encourage children to guess what is making each sound. If possible, have samples or photos available for children to explore after they have responded to the CD.

Objective

- Identify environmental sounds.

Materials

- **Listen to Your World CD**
- snacks or photos of snacks, such as carrots and popcorn
- photos of utensils, blender, toaster

Buried Letters

Bury **Foam Letters** in the sand of the sand and water table. Have children find the letters and match them to the same letters found in environmental print around the classroom. Then help them name the letters.

Objective

- Match and sort letters.

Materials

- **Magnetic Foam Letters**
- sand and water table

Make Your Own Stick Puppets: Part 2

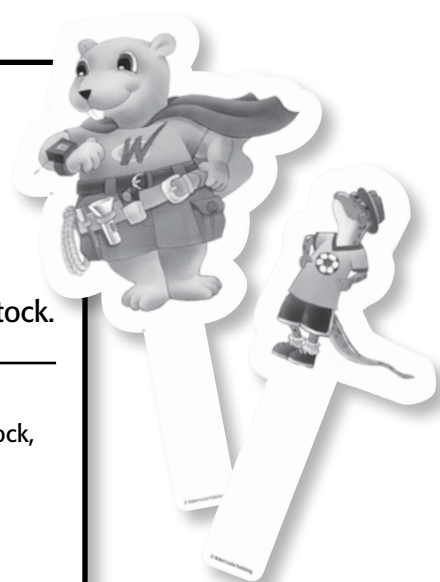
Make stick puppets of Rosalita Sausalita, Manny Salamander, Chuck Wood, and Bruno Buzzbee. Use the cutouts on **Teacher Resource Guide** pages 123–125. Have children color the characters. Then cut them out and have children glue them to strips of cardboard or cardstock.

Objective

- Create artworks.

Materials

- crayons, glue, cardboard or cardstock, scissors
- photocopies of characters from **Teacher Resource Guide**, pages 123–125



Toothbrushes

Read a book about caring for teeth, such as *Brush Your Teeth, Please* by Leslie Mcguire or *Brush, Brush, Brush!* by Alicia Padron. Have children make paper toothbrushes and pantomime how they care for their teeth. Ask: **What do you do to keep your teeth clean and shiny? Show me.**

Objectives

- Listen to storybook reading.
- Follow rules of hygiene, nutrition, and personal care.

Materials

- storybook about dental hygiene
- crayons, scissors

Shadow Letters

Work with children to make shadow letters on the wall by holding **Foam Letters** in front of a flashlight. Invite each child to go to the wall and trace a shadow letter with his or her finger as they name it.

Objective

- Trace and write letters.

Materials

- **Foam Letters**
- flashlight or projector

Shadow Talk

Talk about what makes shadows. Then have children face the wall. Stand behind them and cast shadows using the puppets. Have children guess to which character each shadow belongs. Give hints by pointing out each character's features. Extend the activity by making shadows with various objects in the classroom, such as books, pencils, plants, and toys.

Objective

- Use the concepts of light, shadow, sun, moon, stars.

Materials

- **Dilly and Friends Puppets**
- flashlight or projector



Feelings

Use **Oral Language Card 6** to discuss feelings. Ask questions and have children respond with faces to show how they feel about different things. For example, ask: **How do you feel when you get a hug?**
How do you feel when you fall down?

Objective

- Express thoughts, feelings, and ideas using language and gestures.

Materials

- **Oral Language Card 6**



Hear the Beat

Clap a rhythm. Have children listen and then march, walk, gallop, or run to the beat. Then ask for a volunteer to make a new rhythm with an instrument. Have the rest of the children listen and tap the rhythm on their own. Continue with other volunteers and instruments.

Objectives

- Experiment with music concepts, volume, tempo, and sound.
- Move in time to beat and rhythm.

Materials

- rhythm instruments

Fun with Green

Take a walk around the room with the **Dilly Puppet**, collecting things that are green—Dilly Gator's favorite color. Then talk about each object with children. Have children help you name the object and remind you what color it is. Go outside and let children explore and collect more green objects.

Objectives

- Compare several objects based on one attribute.
- Observe and describe.

Materials

- **Dilly Puppet**



Favorite Books

Have children choose a favorite book, or choose one from the *Book Suggestions* list. Track the print as you read the story aloud. Engage children with shared reading questions about the story.

Objective

- Listen to storybook reading.

Materials

- storybook



Revisit the Lapbook: *Adventure in Circle Forest*

Turn the pages of *Adventure in Circle Forest*, letting children help you tell the story. Then have children act out the parts of Dilly and her friends.

Objectives

- Act out stories in dramatic play.
- Represent stories and experiences through pictures and dictation and in play.

Materials

- *Adventure in Circle Forest*

Shapes in Art

Show **Vocabulary Cards 36, 38, and 39** and talk about the different shapes: square, circle, and triangle. Then explore shapes in art using the *Los Pescados Peña Art Print*. Ask: **Do you see a green triangle? Point to it. What other shapes do you see? Show me.**

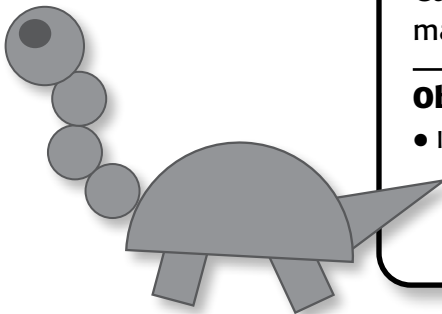
Cut shapes from tissue paper. Let children glue the shapes on paper to make animals or other interesting objects.

Objective

- Identify geometric shapes.

Materials

- **Vocabulary Cards 36, 38, 39**
- **Art Print 5**
- tissue paper, scissors, glue, construction paper



One-to-One Correspondence

Play “Musical Chairs” to practice matching one to one. Start with as many chairs as children. Then remove a chair at each round. Count at the beginning and end of each round the number of chairs and the number of children.

Objective

- Use one-to-one correspondence in counting objects.

Materials

- tablet, smart phone, or other audio device

Revisit the Lapbook: *JT's Spooky Creepy Room*

Turn the pages of *JT's Spooky Creepy Room*, letting children help you tell the story. Then have children finger paint a picture to show what they do at home so they are not afraid of the dark.

Objectives

- Understand how to read or view a book.
- Create artworks.

Materials

- *JT's Spooky Creepy Room*
- finger paint, finger painting paper



Do the Color Pokey

Invite children to do the “Color Pokey.” Put a red star sticker on each child’s right shoe, a blue star sticker on each left shoe, and a yellow star sticker on each forehead. Have children form a circle and do the movements as you sing this version of “Hokey Pokey”:

*You put your red star in.
You put your red star out.
You put your red star in,
And you shake it all about.*

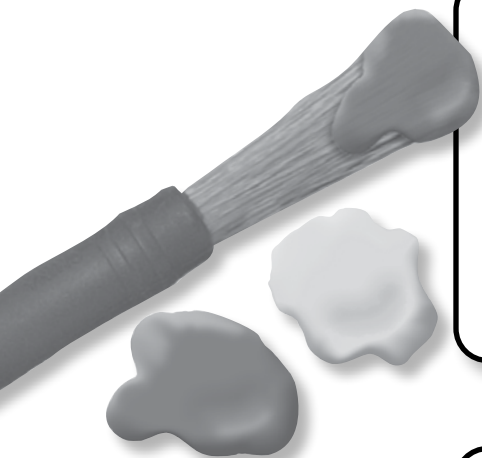
*You do the Color Pokey,
And you turn yourself around.
That’s what it’s all about.
(Repeat for blue and yellow stars.)*

Objectives

- Identify primary colors.
- Move and dance to music.

Materials

- red, yellow, and blue star stickers



Pantomime Patterns

Pantomime patterns associated with Great Auntie Lu, the artist. For example, use a paintbrush to dip/paint/dip/paint. Extend the pattern with dip/paint/rinse/dip/paint/rinse.

Objective

- Recognize, duplicate, and extend patterns.

Revisit the Lapbook: *Trouble at Triangle Beach*

Turn the pages of *Trouble at Triangle Beach*, letting children help you tell the story. Have volunteers pantomime Great Auntie Lu or Dilly Gator while the others guess who they are. Then have volunteers pantomime the animals in the story.

Objectives

- Understand how to read or view a book.
- Assume different roles in dramatic play situations.

Materials

- *Trouble at Triangle Beach*

Textures in Art

Explore textures using the *Sunflowers Art Print*. Invite children to examine the flowers, leaves, bark, twigs, or other objects with texture, and talk about how they feel and look. Help each child place an object on a sheet of paper and tape the corners of the paper down on a work surface. Cover the objects with paper and rub over the covered object with a crayon. Allow time for children to compare the rubbings with the objects.

Objective

- Identify textures.

Materials

- **Art Print 7**
- objects with textures (flowers, leaves, bark, twigs, etc.)
- construction paper or butcher paper, tape
- jumbo crayons, peeled

Artist Tools

Use **Vocabulary Cards 31–35** to explore tools artists use. Hold up the cards one at a time. Have children name the items in the pictures and then pantomime using each of them. Point out examples of art in the classroom that were created with each tool.

Objectives

- Use increasingly complex and varied spoken vocabulary.
- ELL: Develop a vocabulary of object names and English phrases.

Materials

- **Vocabulary Cards 31–35**

What's in the Bag?

Place a paintbrush, clay, chalk, or other tools and materials an artist might use in a bag. Let children feel one object each and say what they think they are touching. Place the objects in the Art Center for free exploration.

Objectives

- Use increasingly complex and varied spoken vocabulary.
- ELL: Speak in English

Materials

- a bag
- paintbrush, clay, chalk, and other art materials

Art Colors

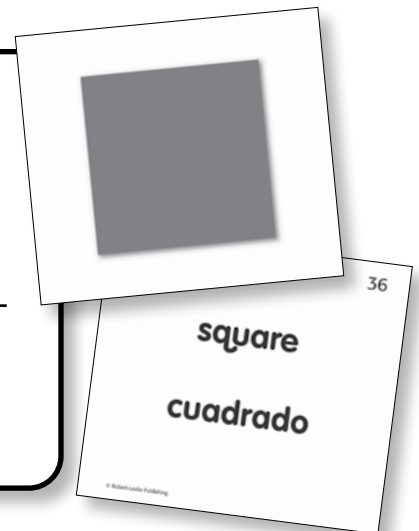
Use **Vocabulary Cards 27–29, 36, 38, and 39** to explore colors and shapes in the environment. Go on a scavenger hunt to look for things that match the colors and shapes on the cards.

Objectives

- Use increasingly complex and varied spoken vocabulary.
- Identify primary colors.

Materials

- **Vocabulary Cards 27–29, 36, 38, 39**



Match a Pose

Model striking a Rosalita-like pose. Have children strike a similar pose. Repeat with other poses to imitate the InvestiGators and what they like to do.

Objective

- Participate in dramatic play activities.

Revisit the Lapbook: *The Silly Dilly Dance*

Have volunteers turn the pages of *The Silly Dilly Dance*, as you have the children help you tell the story. Emphasize what happened first, next, and last. Then provide dress-up costumes and have children act out the story.

Objectives

- Understand how to read or view a book.
- Assume different roles in dramatic play situations.

Materials

- *The Silly Dilly Dance*

Dance Like Rosalita

Play “Earth and Water Hula” (Track 11) on **Dilly’s Music and Movement CD**. Encourage children to move and dance to the music. See the suggested movements on the CD insert.

Objective

- Move and dance to music.

Materials

- **Dilly’s Music and Movement CD**



Mixing Colors

Discuss the *Hippopotamus Art Print*. Then explore mixing colors using clay. Place clay of a different color on each tray. Invite children to take chunks of clay of two different colors, such as blue and yellow, and work them together to make a new color. Have children then use the clay color mixtures to create their own hippo statuettes. Save the hippo statuettes for a later day.

Objective

- Mix colors.

Materials

- **Art Print 2**
- red, blue, yellow, and white modeling clay or dough; shallow foam trays, tools (paper clips, plastic knives, rolling pin)

Pets

Use **Oral Language Cards 44** and **45** to talk about pets and how to care for them with children. Ask questions such as: **What kinds of things do pets need every day? What can you do to make your pet happy?**

Objectives

- Use increasingly complex and varied spoken vocabulary.
- ELL: Speak in English.

Materials

- **Oral Language Cards 44, 45**



Math with Manny

Use the **Manny Puppet** to lead children in the chant "One, Two, Buckle My Shoe." As each action is mentioned in the chart, model it for children. For example, you can buckle or tie your shoe, shut the door, pick up sticks, and so on.

Objective

- Count in sequence to ten and beyond.

Materials

- **Manny Puppet**
- shoe with buckle, sticks, photo of a hen



Revisit the Lapbook: *It's My Turn*

Have children turn the pages of *It's My Turn*, as you have the class help you tell the story. Then ask a volunteer to point to the spaces between the words on one of the pages. Provide balls, jump ropes, and paddle balls so children can act out the events in the story.

Objectives

- Understand how to read or view a book.
- Use materials in dramatic play situations.
- Recognize that words are separated by spaces.

Materials

- *It's My Turn*
- balls, jump ropes, paddle balls

Manny Match

Pretend to be Manny Salamander as he marches around the room. Have children join you in the march. Repeat with hopping, sliding, and other movements.

Objective

- Participate in dramatic play activities.

Revisit the Lapbook: *Superhero to the Rescue*

Turn the pages of *Superhero to the Rescue*, letting children retell the story. Invite children to share their favorite parts of the story. Then ask children to act out what they would do if they were superheroes. Provide children with their own superhero capes.

Objectives

- Retell and dictate stories.
- Act out stories in dramatic play.

Materials

- *Superhero to the Rescue*
- cape or towel

Counting to 10

Have children pretend to be Chuck Wood, building a new boxcar for Dilly Gator. Hammer one time, then two, three, four, and so on up to ten. Help children count aloud as they hammer.

Objective

- Count in sequence to ten and beyond.

Lines and Colors in Art

Explore lines and colors using *Bridge Tower Art Print*. Point out examples of color, pattern, and line. Have children find other examples in the art print. Then have children make art prints of their own.

1. Place a damp sponge in a tray. Pour a small amount of paint on the sponge. Use a new sponge and tray for each color.
2. Model for children how to gently press an object on the sponge and use it to make a print on the drawing paper. Show them how to lift the object directly off the drawing paper so that the paint does not smear.
3. Encourage children to make patterns with colors and shapes.

Objectives

- Identify types of lines.
- Use art media and materials.
- Create artworks.

Materials

- Art Print 3

Revisit the Lapbook: *Mystery in the Garden*

Turn the pages of *Mystery in the Garden*, letting children retell the story. Then distribute seeds and help children plant them. Ask questions as children plant, relating their actions back to the story.

Objective

- Retell and dictate stories.

Materials

- *Mystery in the Garden*
- plant seeds, potting soil, paper cups





Lines in Art

Explore different kinds of lines in the *The Bedroom Art Print*. Help children identify curved lines and straight lines and trace the lines with their fingers. Then have children finger paint lines. Demonstrate how to draw straight, curved, zigzag, wavy, thin, and thick lines. Then set out the materials. Have children:

1. Place a sheet of paper in the tray.
2. Spoon paint over the paper.
3. Use fingers to draw straight lines and curved lines in the paint. Encourage them to try zigzag, wavy, thin, and thick lines too.

Objectives

- Identify types of lines.
- Use art media and materials.
- Create artworks.

Materials

- **Art Print 4**
- cookie sheet and tray, sheets of finger painting paper, plastic spoons, finger paint or tempera paint

Bruno's Bee Mail Bag

Write a postcard to each child and place them in a bag. Then have children take turns being Bruno Buzzbee and delivering the Bee Mail.

Objective

- Participate in dramatic play activities.

Materials

- postcards prepared in advance for each child, bag

Make a Clubhouse

Set aside a special place in your room as a clubhouse. Add props to make it feel special. Meet there for Circle Time. Celebrate your new clubhouse by playing the "Investigator Club Theme Song" (Track 1) on **Dilly's Music and Movement CD**.

Objective

- Move and dance to music.

Materials

- clubhouse props
- **Dilly's Music and Movement CD**

Revisit the Lapbook: *Adventure in Circle Forest*

Turn the pages of *Adventure in Circle Forest*, letting children retell the story and pantomime the actions. For added fun, have children use puppets to act out the story.

Objectives

- Retell and dictate stories.
- Act out stories in dramatic play.

Materials

- *Adventure in Circle Forest*
- **Dilly and Friends Puppets**

Hippo Hunt

Revisit the *Hippopotamus Art Print*. Then go on a hippo photo hunt. Visit web sites with children to learn more about the hippopotamus. Then have children help you create a hippo habitat. Line a wall with butcher paper, and together draw and color a river and tall marsh grasses in the background. Arrange the clay hippos against the backdrop. Then invite children to imagine they are observing the herd of hippos and photographing them as they float by in the boat.

Objective

- Participate in dramatic play activities.

Materials

- **Art Print 2**
- children's clay hippo statuettes from *Extension Activities* page 37
- butcher paper, crayons, markers, toy cameras, large cardboard box "boat"



Action Words

Use **Oral Language Card 24** to discuss and then pantomime actions. Extend the activity using **Oral Language Cards 5, 6, and 7** to discuss the five senses, emotions, and hygiene routines.

Objectives

- Use increasingly complex and varied vocabulary.
- ELL: Develop a vocabulary of object names and English phrases.

Materials

- **Oral Language Cards 5–7, 24**

End-of-Week Sharing Chair

Invite volunteers to share a specific song, project, artwork, or reflection from the week. Remind children of songs and activities you have done. Help them look through their portfolios for ideas as well.

Objective

- Understand and use language to communicate.



Storytelling

Use the **Dilly and Friends Puppets** to create a new adventure for the InvestiGators. Ask children to help you list ideas for your story. Then decide which adventure you will choose. Have one child play each character. Practice your story again using new volunteers.

Objectives

- Understand and use language to communicate.
- Act out stories in dramatic play.

Materials

- **Dilly and Friends Puppets**

Weather Watchers Investigation: Part 2

Revisit the activity on page 16. Review the bulletin board together. Add to the board if children have additional experiences to share as you point to different photos and read the captions aloud. At the end of the Investigation, discuss how the wind feels or how it moves objects such as leaves, windmills, or flags.

Objectives

- Show awareness of print in various settings.
- Demonstrate awareness of concepts of print.

Investigation Celebration: Get Ready

Work as a group all week to prepare and present to families what you have learned! Use class time to craft invitations, costumes, exhibits, and skits and to practice songs and dances. Be sure that everyone is part of the celebration. See pages 232–233 in “Let’s Investigate!” Teacher Guide.

Objectives

- Demonstrate confidence in ability and pride in accomplishments.
- Participate in jobs and contribute to the classroom.

Materials

- supplies to make crafts, costumes, and exhibits
- “Let’s Investigate!” Teacher Guide pages 232 and 233

Discriminate Musical Sounds

Display **Oral Language Card 20** and talk about musical instruments. Allow children to use instruments to experiment with sounds. Then play “Instruments” (Track 2) on the **Listen to Your World CD**, and have children listen to and identify different musical instruments.

Objectives

- Identify environmental sounds.
- Distinguish the sounds of instruments.

Materials

- **Oral Language Card 20**
- musical instruments
- **Dilly’s Music and Movement CD**



Sponge Paint

Have children sponge paint tablecloths for the display tables. As children are working, talk about the colors they are using and the shapes and patterns they are creating.

Objective

- Create artworks.

Materials

- paper tablecloths, sponge shapes, tempera paint, shallow foam trays

Clubhouse Construction

Help children build a refrigerator-box clubhouse. In advance, cut out a window and a small mailbox slot for Bee Mail deliveries. Lay the box on its side with the flaps open at one end. Explain that children will help you build a clubhouse this week. Allow each child to sit inside and tell how the clubhouse can be used. Encourage them to share ideas for decorating the clubhouse. Write down ideas on chart paper and save them for decoration day.

Objectives

- Share ideas and take turns listening and speaking.
- Discuss topics, ideas, and tasks.
- Demonstrate awareness of rules.

Materials

- refrigerator box or other large box

Shared Writing: Create an Invitation

Have children help you write an invitation to the Investigation Celebration. Use a large piece of construction paper. Ask children to give you ideas about what to write. Then tell children they will decorate the invitation later.

Objectives

- Understand writing as a way of communicating.
- Engage in written exploration.
- Participate in jobs and contribute to the classroom.

Materials

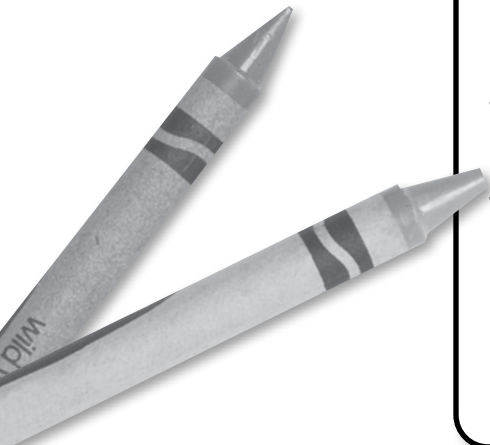
- construction paper, crayons

Rhymes and Chants

Practice favorite rhymes and chants from the year. Review the Contents pages from *More InvestiGator Club Songs, Chants, Rhymes, and Games* for ideas.

Objective

- Listen to and recite familiar poems and chants.



Character Names: Part 1

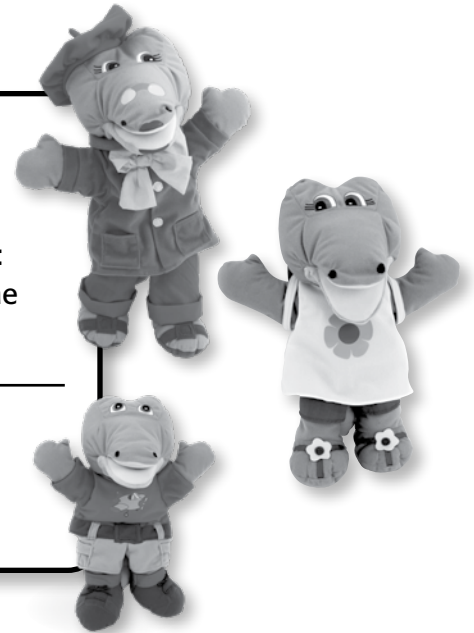
In advance, make name tags for the three puppets. Ask children to match **Magnetic Foam Letters** to letters in each puppet's first name: *Dilly, JT, Great Auntie Lu*. Set out the puppets and their letters for the celebration.

Objective

- Match and sort letters.

Materials

- **Foam Letters**
- **Dilly, JT, and Great Auntie Lu Puppets**



Clubhouse Painting

Together, read the ideas that children shared for decorating the clubhouse (see "Clubhouse Construction" on page 44). Have children paint the refrigerator-box clubhouse. Suggest adding a doorknob to each side of the flaps and placing a small box below the mailbox slot for receiving Bee Mail.

Objectives

- Create artworks.
- Participate in jobs and contribute to the classroom.

Materials

- tempera paint, paintbrushes, refrigerator-box clubhouse

Practice the Theme Song

Practice singing the "InvestiGator Club Theme Song" (Track 1) on **Dilly's Music and Movement CD**. Encourage children to dance to the beat and rhythm of the music. See the CD insert for suggested movements.

Objectives

- Participate in various musical activities.
- Experiment with music concepts, volume, tempo, and sound.
- Move in time to beat and rhythm.

Materials

- **Dilly's Music and Movement CD**

Shared Writing: Illustrate an Invitation

Have children illustrate the invitation to the Investigation Celebration. Encourage them to draw a picture of their favorite InvestiGator Club character.

Objectives

- Create artworks.
- Engage in written exploration.

Materials

- crayons, markers

Discriminate Sounds and Rhythms

Have children listen to and identify different rhythm instruments. Let children choose instruments, such as rhythm sticks, drums, and tambourines to perform the "InvestiGator Club Theme Song."

Objectives

- Identify environmental sounds.
- Distinguish the sounds of instruments.

Materials

- rhythm instruments

Welcome Sign

Work with children to make and display a "Welcome to The InvestiGator Club!" sign. Have children help you decide where to hang the sign in a place where their visitors can see it clearly.

Objectives

- Create artworks.
- Trace and write letters.

Materials

- poster board, crayons, markers, colored paper



Review the Theme Song

Practice the “InvestiGator Club Theme Song” (Track 1) on **Dilly’s Music and Movement CD**. Begin by guiding children through the movements (printed on the CD insert). Then perform the movements as you sing along with the CD.

Objective

- Participate in various musical activities.

Materials

- **Dilly’s Music and Movement CD**



End-of-Year Sharing Chair

As children take turns sitting in the Sharing Chair, ask them to share favorite projects from the year. If needed, remind them of some of the activities you have done as a class.

Objectives

- Understand and use language to communicate.
- Understand and share opinions about artistic products and experiences.

Celebration Costumes

Have children try on costumes and choose one for Celebration Day. Make note of which costume each child chooses so that getting ready for the celebration will run smoothly.

Objective

- Use materials in dramatic play situations.

Materials

- costumes for children, such as animals, favorite story characters, or InvestiGators

Character Names: Part 2

In advance, prepare name tags for the four puppets. Ask children to match **Foam Letters** to letters in the puppet's first names: *Rosalita*, *Manny*, *Chuck*, *Bruno*. Set out the puppets for the celebration.

Objective

- Match and sort letters.

Materials

- **Foam Letters**
- **Rosalita, Manny, Chuck, and Bruno Puppets**



Celebration Patches

Help children make Let's Investigate! Patches. See the reproducibles on page 260 in the "Let's Investigate!" Teacher Guide.

Objective

- Trace and write letters.

Materials

- "Let's Investigate!" Teacher Guide

Prepare the Theme Song and Instruments

Practice the "InvestiGator Club Theme Song" (Track 1) on **Dilly's Music and Movement CD**. Add rhythm instruments.

Objectives

- Participate in various musical activities.
- Experiment with musical instruments.

Materials

- rhythm instruments
- **Dilly's Music and Movement CD**

Project Display

Cover the tables with sponge-painted tablecloths. (see "Sponge Paint" on page 43) Have children help set up displays of all their projects.

Objective

- Understand and follow directions.

Materials

- sponge-painted tablecloths
- children's projects

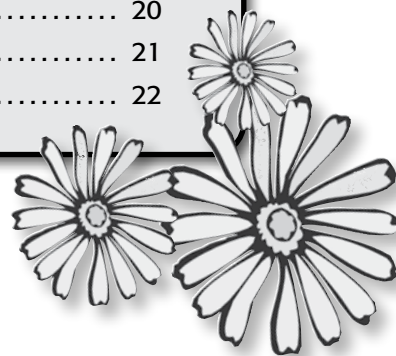


Just for Threes

More InvestiGator Club™ Songs, Chants, Rhymes, and Games

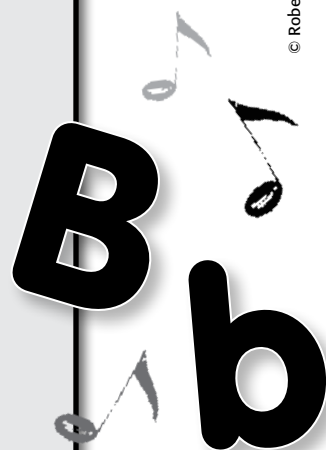
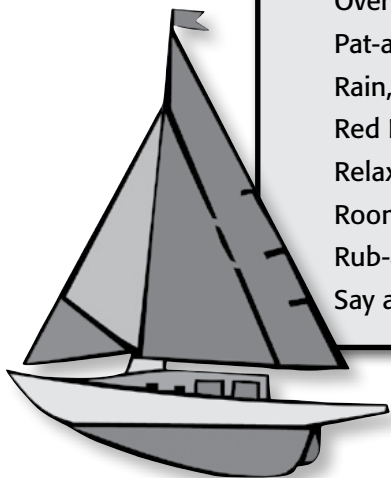
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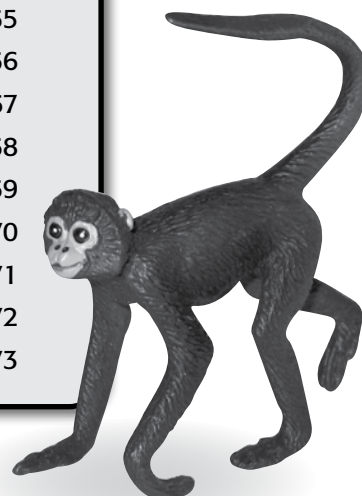


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A, B, C, Tumble Down D

Say the alphabet together from A to Z. Then play an alphabet game. Say letters of the alphabet and have children gently tumble down to the ground when they hear the letter *D*. Finally, say the following nursery rhyme together.

*A, B, C, tumble down D,
The cat's in the cupboard
And can't see me.*

Objective

- Listen to and understand conversations, stories, songs, finger plays, poems.



Add One More

Objectives

- Use increasingly complex and varied spoken vocabulary.
- ELL: Use single words and simple phrases to communicate meaning.

Play a listening game. Explain that you will name some things that go together. Children have to tell why they go together and add one more thing that belongs. For example, if you say **R, M, S, Q, J**, children might say *letters of the alphabet* and add the letter *W*. Here are some groups to use:

- **red, blue, green** (colors; yellow)
- **five, ten, two** (numbers; one)
- **raincoat, boots, rain hat** (what you need on a rainy day; umbrella)
- **circle, square, triangle** (shapes; rectangle)
- **duck, cat, bird** (animals; dog)
- **carrots, ham, apple** (food; bread)
- **fall, spring, winter** (seasons; summer)



Animals

Tell children to listen carefully as you recite "Animals" and to try to remember all the animals you name. After reading the poem, ask: **How many animals did I name?** (six) **What are they?** Have children recite the rhyme with you. Say each animal name as you hold up its picture again. Then ask children to stand. Recite the rhyme again, pausing briefly after each line so children can move like the animal.

<i>Can you hop like a rabbit?</i>	(Hop in place.)
<i>Can you jump like a frog?</i>	(Leap forward.)
<i>Can you walk like a duck?</i>	(Squat down and waddle.)
<i>Can you run like a dog?</i>	(Run in place.)
<i>Can you fly like a bird?</i>	(Extend arms and flap like wings.)
<i>Can you swim like a fish?</i>	(Flap hands at sides like fins.)
<i>And be still like a good child,</i>	
<i>As still as this?</i>	(Stand perfectly still.)

Objectives

- Listen for different purposes.
- Understand complex and varied vocabulary.

Materials

- magazine pictures of a rabbit, frog, duck, dog, bird, and fish



The Bear Went Over the Mountain

Objectives

- Participate in various musical activities.
- Show proficiency, control, and balance when moving.

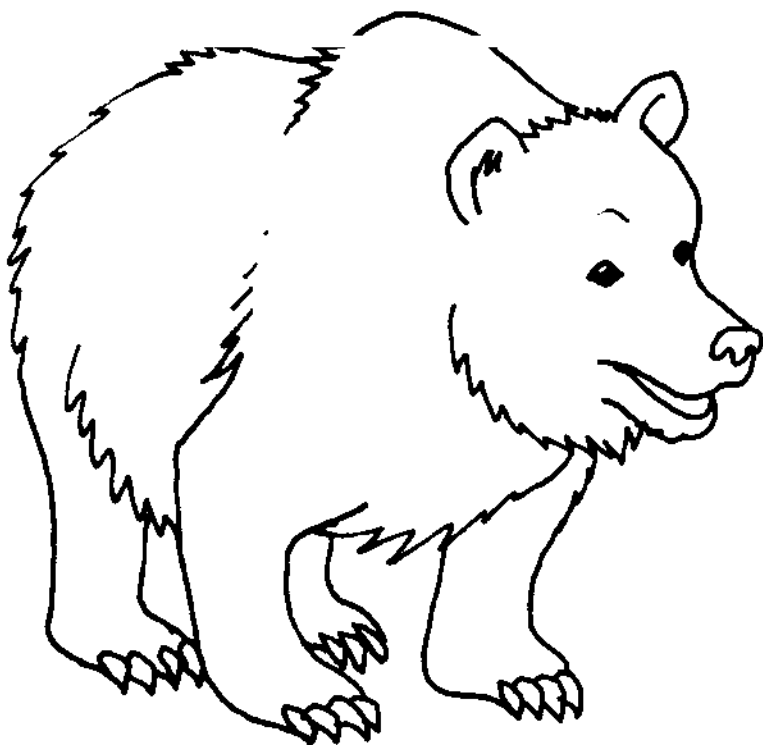
Teach children the song "The Bear Went Over the Mountain" (to the tune of "For He's a Jolly Good Fellow"). Have children form a circle and sing with you as each child moves like a bear.

*The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see,
To see what he could see,
To see what he could see.*

*The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.*

Continue the activity by inviting children to name other animals and the ways they move. Here are some ideas:

2. *The eagle flew over the trees.*
3. *The horse galloped through the meadow.*
4. *The rabbit hopped out of the bushes.*
5. *The snake slithered across the sand.*



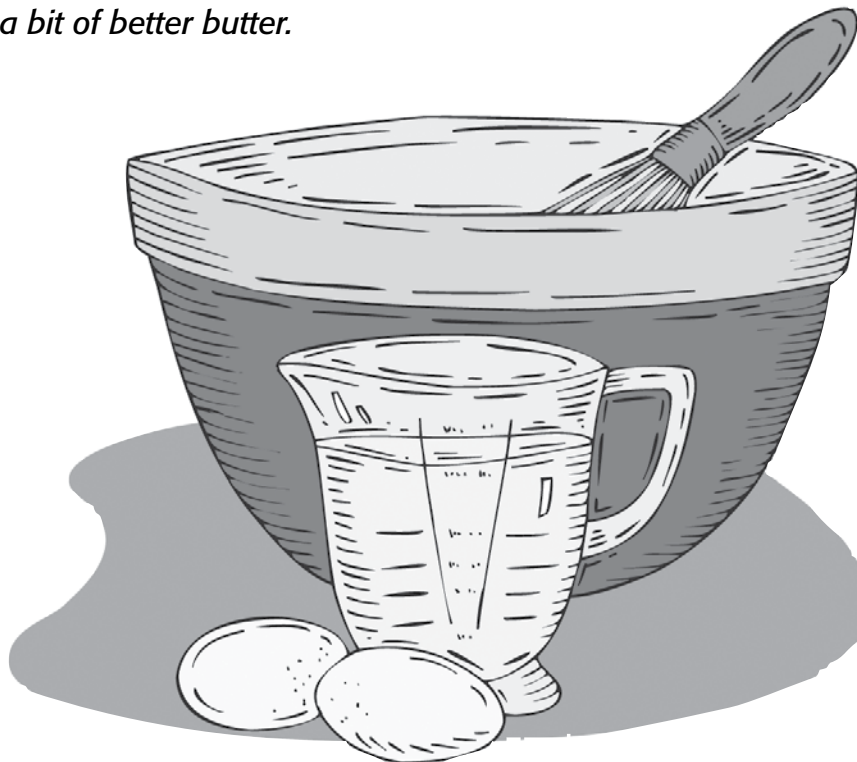
Betty Botter Bought Some Butter

Teach children the rhyme "Betty Botter Bought Some Butter." Write the first line of the rhyme on chart paper. Talk about the /b/ sound that you can hear and make the rhyme fun to say as you emphasize that sound. Call on children to help you circle the letter at the beginning of the words. Then have children recite the rhyme with you.

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Notice beginning letters in familiar words.

*Betty Botter bought some butter,
But, she said, the butter's bitter.
If I put it in my batter,
It will make my batter bitter.
But a bit of better butter
Will make my batter better.
So she bought some better butter
Better than the bitter butter,
And she put it in her batter
And her batter was not bitter.
So 'twas better Betty Botter
Bought a bit of better butter.*



Boom, Bang!

Objectives

- Understand complex and varied vocabulary.
- ELL: Use new language sounds.
- Experiment with musical instruments.

Materials

- gong and drum (optional)

Tell children that you will say a rhyme about weather called “Boom, Bang!” Ask children to listen for clues so they can identify what is making the noise. After reciting, ask children to share what they know about thunderstorms. Then invite them to say the rhyme with you. Some children might enjoy adding sound effects with a gong and drum.

Boom, bang, boom, bang!

Rumpety, lumpety, bump!

Zoom, zam, zoom, zam!

Clippety, clappety, clump!

Rustles and bustles

And swishes and zings!

What wonderful noises

A thunderstorm brings!



Bringing Home a Baby Bumblebee

Write the words to "Bringing Home a Baby Bumblebee" on chart paper. Invite children to name the sound a bee makes and then demonstrate the sound. Teach children the words and model the actions to the song. Then invite them to perform the song with you.

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Move and dance to music.

*I'm bringing home a baby bumblebee.
Won't my mommy be so proud of me?*
(Cup hands together as if holding bee.)

*I'm bringing home a baby bumblebee.
Ouch! It stung me!*
(Shake hands as if just stung.)

*I'm squishing up the baby bumblebee.
Won't my mommy be so proud of me?*
("Squish" bee between palms of hands.)

*I'm squishing up a baby bumblebee.
Ooh! It's yucky!*
(Open up hands to look at "mess.")

*I'm wiping off the baby bumblebee.
Won't my mommy be so proud of me?*
(Wipe hands on shirt.)

*I'm wiping off the baby bumblebee
Now my mommy won't be mad at me!*
(Hold hands up to show they are clean.)

The Carpenter's Tools

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Use increasingly complex and varied spoken vocabulary.

Materials

- Oral Language Card 37

Write the words to "The Carpenter's Tools" on chart paper. Show the picture of a drill on **Oral Language Card 37**. Sing the song to the tune of "The Mulberry Bush," pantomiming a hand drill by grasping the imaginary knob with one hand and moving the handle in a circle with the other hand. Invite children to join in. Then add verses with new tools and show pictures of each tool before you begin.

*The carpenter's drill spins round and round,
Round and round, round and round.
The carpenter's drill spins round and round
As he drills a hole for me.*

2. *The carpenter's tape measures wood.*
3. *The carpenter's saw goes forward and back.*
4. *The carpenter's hammer goes tap, tap, tap.*
5. *The carpenter's pliers grab and bend.*



The Caterpillar

Write the words to "The Caterpillar" on chart paper.
Teach children the words and model the actions.
Then invite them to perform the finger play with you.

*A caterpillar crawled to the top of a tree.
"I think I'll take a nap," said he.*
(Move index finger of left hand in crawling motion.)

*So under a leaf he began to creep
To spin his cocoon, and he fell asleep.*
(Wrap right hand over left fist.)

*All winter he slept in his cocoon bed,
Till spring came along one day and said,*

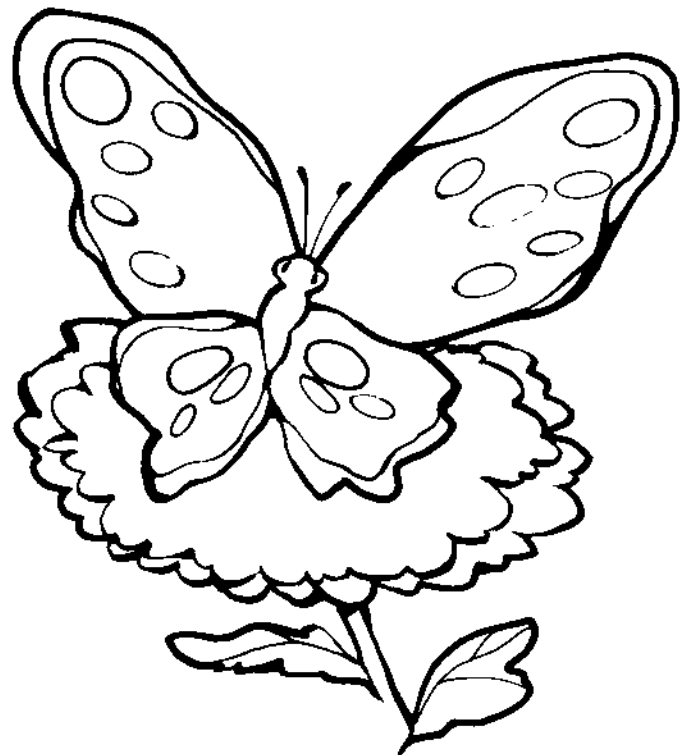
*"Wake up, wake up, little sleepy head
Wake up, it's time to get out of bed."*
(Shake left fist with right hand.)

*So he opened his eyes that sunshiny day.
Lo! He was a butterfly—and he flew away!*
(Spread fingers and look into hand.
Move hands in flying motion.)

Talk about what might happen to the flowers
Dilly and Bruno planted in *Mystery in the Garden* if caterpillars made their home in them. Point out that caterpillars eat the host plants.

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Develop pincer control.



Chick, Chick, Peep, Peep

Objective

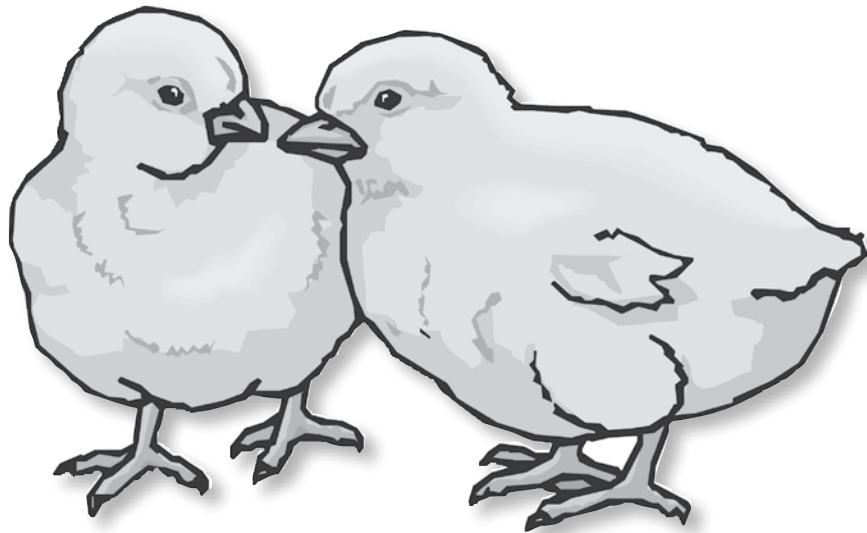
- Identify environmental sounds.

Materials

- Oral Language Cards 46, 47

The object of this game is to have children listen to sounds around them and identify where the sounds are coming from. To play the game:

1. Explain that a chick is a baby chicken and a hen is a mother chicken. Show pictures of a chick and a hen using **Oral Language Cards 46 and 47**.
2. Children will pretend to be mother hens. Have them practice calling the baby chick saying, "Chick, chick."
3. The teacher will pretend to be the baby chick. Imitate the chick by saying, "Peep, peep!"
4. Have the mother hens close their eyes as you walk to a new location in the room and peep softly.
5. With their eyes still closed, mother hens should listen carefully and point in the direction they hear the chick.
6. Repeat the game several times, moving to new locations and having children listen and identify your location.



Chuck Says (Version 1)

Have the **Chuck Puppet** tell children about his tool belt and some of his special tools. Then show how some real tools work. As children observe the tools and explore how they work, talk about which household helper might use them. For example: **A plumber might use a wrench to fix a faucet on a sink.**

Then have Chuck and children play a game. As Chuck gives directions, such as *turn the screw*, *sand the wood*, *paint the wall*, and *tighten the pipe*, have children pantomime the actions. Model the actions with the tools if necessary.

Objective

- Listen to and understand conversations, stories, songs, finger plays, poems.

Materials

- **Chuck Puppet**
- assorted tools (screwdriver, screws already set in a block of wood, hand sander and a block of wood, pliers and wire, roller and paint tray, wrench and a pipe)



Chuck Says (Version 2)

Objectives

- Develop awareness of name, location, and relationship of body parts.
- ELL: Listen to and understand English.

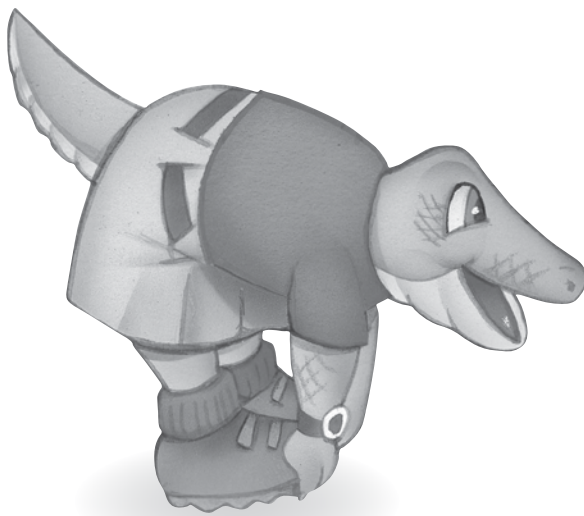
Materials

- Oral Language Cards 3, 4
- Vocabulary Cards 5–12
- Chuck Puppet

Use **Oral Language Cards 3** and **4** and **Vocabulary Cards 5–12** to review the names of body parts. Have children point to the parts on their own bodies.

Have the **Chuck Puppet** lead children in a game of “Chuck Says” using statements that include body parts. Hold up the appropriate **Vocabulary Card** as you focus on each part. Begin with these:

- **Chuck says touch your toes.**
- **Chuck says wiggle your nose.**
- **Chuck says shake your leg.**
- **Chuck says blink your eyes.**



Daisies

Write the numerals 1–5 on the board. Point to the appropriate numeral as each one is mentioned in the rhyme.

Teach children the rhyme “Daisies.” Have children pretend their fingers are flowers, bending down each one after they “pick” it. They may also enjoy supplying the rhyming number words at the end of each verse.

*Five yellow daisies growing by my door,
I picked one, and then there were four.
Four white daisies growing by a tree,
I picked one, and then there were three.
Three pink daisies growing in a shoe,
I picked one, and then there were two.
Two blue daisies growing in the sun,
I picked one, and then there was one.
One blue daisy—now we’re almost done,
I picked it too, and then there were none.*

Objectives

- Associate number concepts, vocabulary, quantities, and written numerals.
- Identify plants as living things.



Day at the Beach

Objectives

- Participate in tasks and activities.
- Listen to and understand conversations, stories, songs, finger plays, poems.
- Develop pincer control.

Recite this finger play to help children quiet down:

Ocean breeze blowing

(Sway arms back and forth.)

Kick feet and splash

(Kick feet.)

*Ocean waves breaking
on rocks with a crash.*

(Clap hands.)

Friends finding seashells.

(Pretend to pick up shells.)

Friends sifting sand.

(Pretend to sift sand
through fingers.)

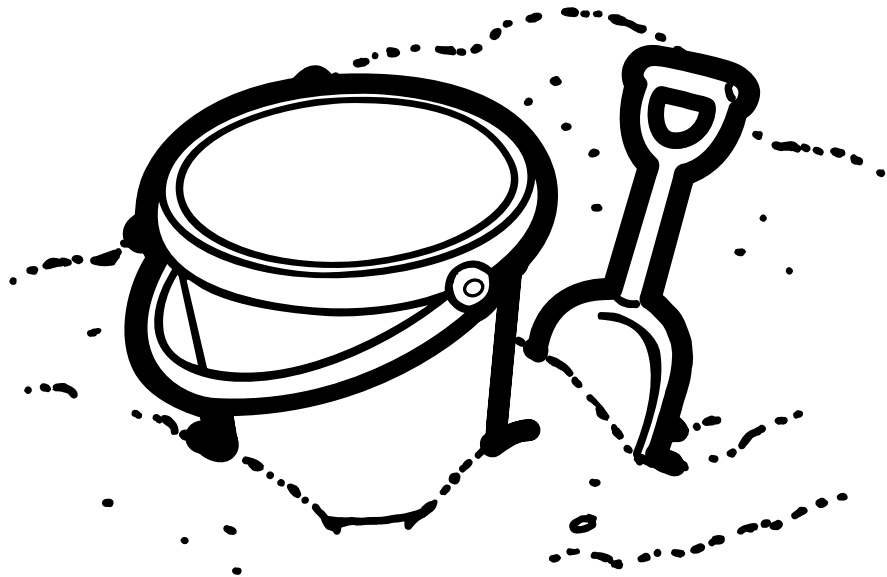
*Friends building castles
As high as they can.*

(Place one hand on top of
another.)

*I stretch my arms up as high
as they'll reach.*

(Stretch arms up.)

*Oh what fun on this
day at the beach!*



Did You Ever See a Gator?

Teach children the song “Did You Ever See a Gator?” (to the tune of “Did You Ever See a Lassie?”). As you repeat the song, have the **Dilly Puppet** move in different ways: left and right, forward and backward, up and down. Show children how to stand an arms-length apart from one another. Have them explore moving like Dilly.

*Did you ever see a gator,
A gator, a gator?
Did you ever see a gator
Go this way and that?
Go this way and that way,
And that way and this way,
Did you ever see a gator
Go this way and that?*

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Explore moving in space.

Materials

- Dilly Puppet



Dilly Builds with One Hammer

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- ELL: Listen to and understand English.

Materials

- Dilly's Music and Movement CD

Sit on a rug where each child can stretch out. Lead children in singing the first verse of the song, pounding one fist into the other palm. Ask children how they might show two hammers (both fists on the floor), three hammers (both fists and a foot), and so on. For the fifth hammer, children might suggest nodding their heads. Then play "Dilly Builds with One Hammer" again, singing and hammering for each verse.

*Dilly builds with one hammer,
One hammer, one hammer.
Dilly builds with one hammer,
Then she builds with two.*



The Farmyard

Lead children in a finger play about the farmyard.

In the farmyard at the end of the day,

All the animals politely say,

"Thank you for my food today."

The cow says, "Moo."

(Point to thumb.)

The pigeon, "Coo."

(Point to index finger.)

The hen, "Cluck, cluck, cluck."

(Point to middle finger.)

"Quack," says the duck.

(Point to fourth finger.)

The horse, "Neigh."

(Point to little finger.)

The pig grunts, "Oink."

(Point to opposite thumb.)

Then the barn is locked up tight

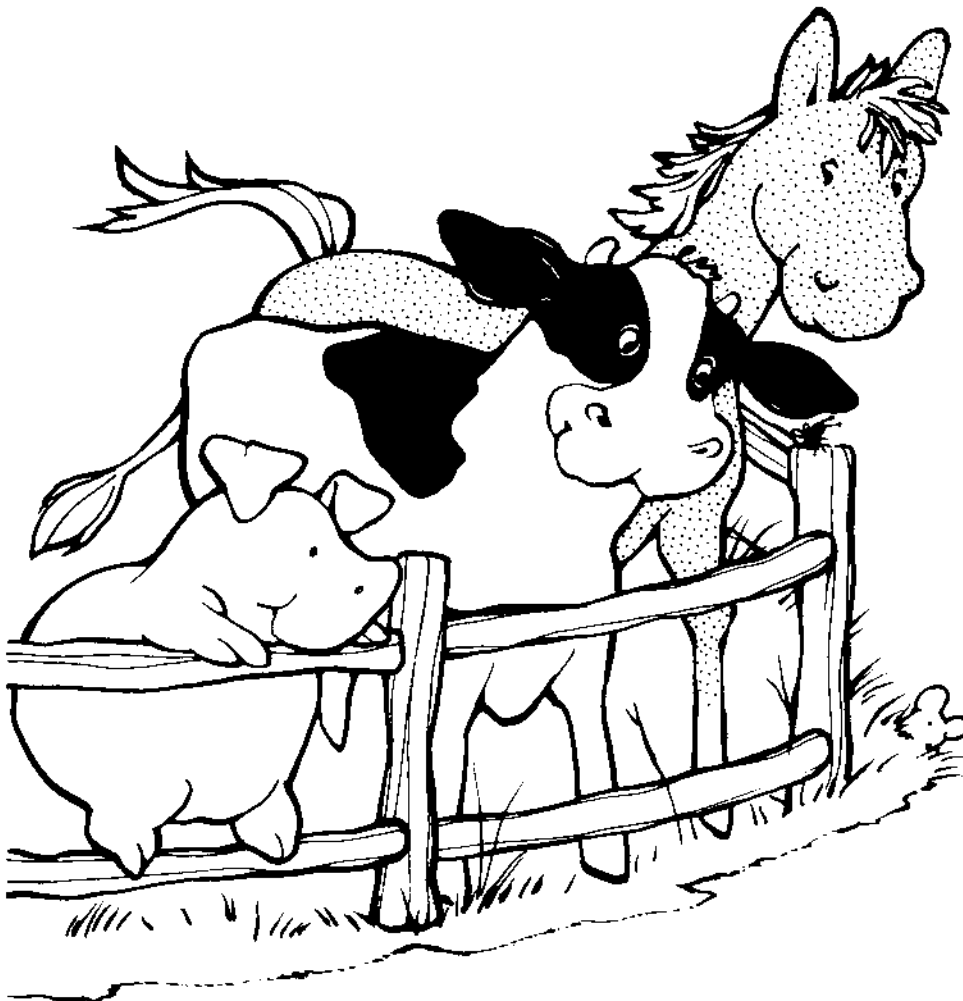
(Clasp fingers, palms

And the farmer says, "Good night."

apart to form "barn.")

Objectives

- Listen for different purposes.
- Listen to and understand conversations, stories, songs, finger plays, poems.
- Develop pincer control.



Five Little Fingers

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Associate number concepts, vocabulary, quantities, and written numerals.
- Develop pincer control.

Teach children the following finger play “Five Little Fingers.” Show each action separately. Then invite children to perform the finger play with you.

Write the numerals 1–5 on the board. Perform the finger play one more time, pointing to the appropriate numeral as you say each number.

One little finger standing on its own.

(Hold up index finger.)

Two little fingers, now they’re not alone.

(Hold up middle finger.)

Three little fingers happy as can be.

(Hold up ring finger.)

Four little fingers go walking down the street.

(Hold up all fingers.)

Five little fingers. This one is a thumb.

(Hold up four fingers and thumb.)

Wave bye-bye ‘cause now we are done.

(Wave goodbye.)



Frog, Frog, Gator

In this game, children sit in a circle facing each other. One child is "it" and walks around the circle. As the child who is "it" walks around, he or she lightly taps the heads of other children and says whether they are a "frog" or a "gator." When someone is the gator, they get up and try to chase "it" around the circle. The gator's goal is to tap "it" before he or she is able sit down in the gator's spot.

- If the gator is not able to do this, he or she becomes "it" for the next round and play continues.
- If the gator does tap the "it" child, the child tagged should sit in the center of the circle. Then the gator becomes "it" for the next round. The child in the middle can't leave until another child is tagged and he or she is replaced.

Objectives

- Listen for different purposes.
- Understand and follow directions.
- Participate in games, outdoor play, and exercise.



Great Auntie Lu Loves to Paint

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- ELL: Develop a vocabulary of object names and English phrases.

Materials

- Oral Language Card 19

Show **Oral Language Card 19**. Point out the different materials that are used to paint, cut, sculpt, and draw. Then lead children in singing the song "Great Auntie Lu Loves to Paint" (to the tune of "The Mulberry Bush").

*Great Auntie Lu loves to paint,
Loves to paint, loves to paint.
Great Auntie Lu loves to paint.
It looks like so much fun!*

2. *Great Auntie Lu loves to cut.*
3. *Great Auntie Lu loves to sculpt.*
4. *Great Auntie Lu loves to draw.*



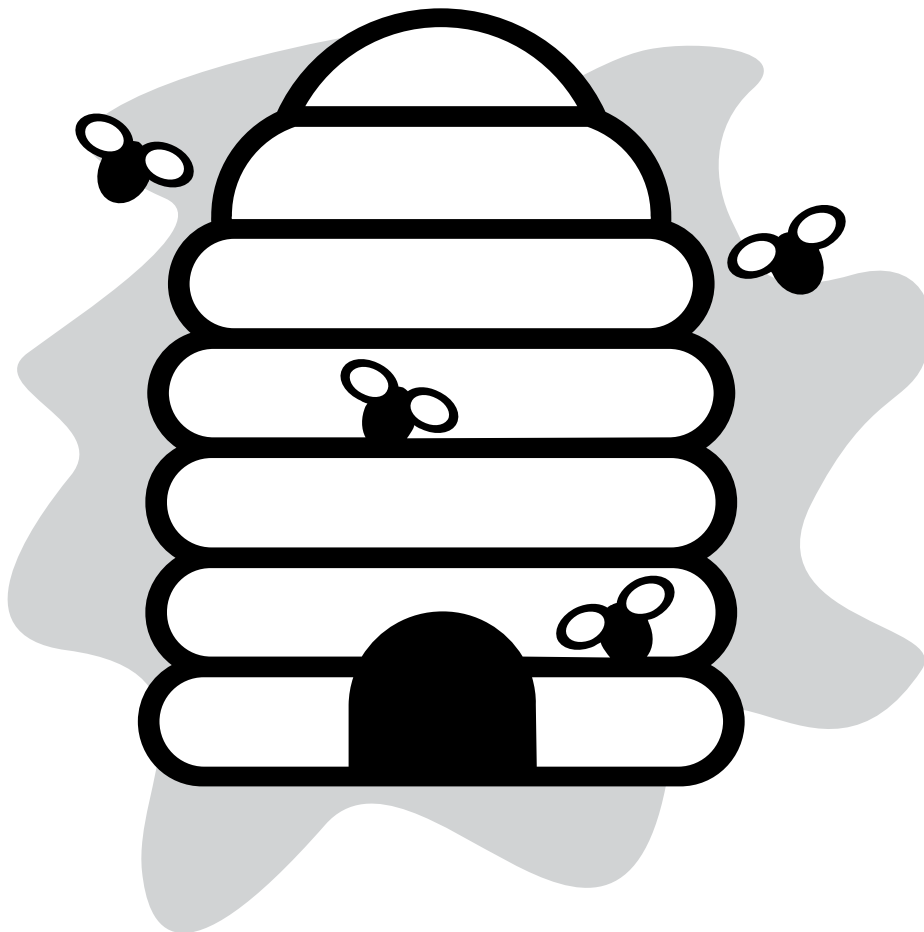
Here Is a Beehive

Perform this simple finger play to help children quiet down:

<i>Here is a beehive.</i>	(Make a beehive with fists.)
<i>Where are the bees?</i>	(Pretend to look around for them.)
<i>Hiding inside Where nobody sees!</i>	(Try to see inside the beehive.)
<i>Soon they come creeping Out of the hive.</i>	(Unlock fists slowly.)
<i>One, two, three, four, five!</i>	

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Develop pincer control.



Hide and Seek

Objectives

- Use increasingly complex and varied spoken vocabulary.
- Identify objects in the environment.
- Participate in tasks and activities.

Materials

- Oral Language Cards 14, 17, 19, 20, 21, 23, 39

In advance, hide objects in the room. As children join you in the circle, show photographs of a puzzle, crayons, scissors, paint, toy drum, stuffed bear, soccer ball, and a fork. Let children help you name the objects.

Then play “Hide and Seek.” As you hold up the photographs one at a time, have children look for the objects in the room. When they find the object, they should name it and say where they found it, such as *I found the bear! It was hiding under the chair.*



How Am I Feeling?

Show **Oral Language Card 6** and talk with children about the feelings depicted on the card. Ask: **How do you look when you feel happy?** Have children use facial expressions and gestures in response to your prompt. Invite them to look at their expressions in plastic hand mirrors. Repeat with questions about other feelings.

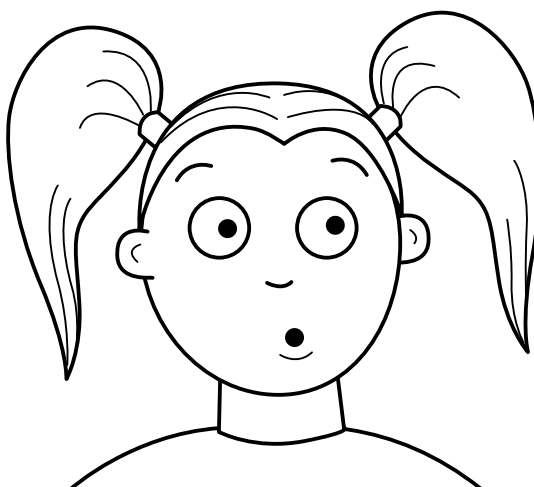
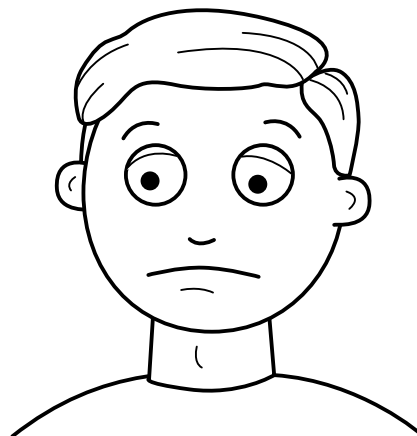
Call on children to stand in front of the class and make a face that shows one of the emotions. Have the class guess which feeling the child is expressing. Conclude by asking children how they can tell when someone else is feeling one of these emotions.

Objectives

- Develop and express an awareness of self.
- Express thoughts, feelings, and ideas using language and gestures.

Materials

- **Oral Language Card 6**
- plastic hand mirrors (optional)



How Much Wood Would a Woodchuck Chuck?

Objective

- Recognize matching sounds and rhymes in familiar words, games, songs, stories, finger plays, poems.

Say the tongue twister quickly to get children's attention. Have children join in as you repeat the tongue twister. Then point out the repeating sounds that make the tongue twister difficult and fun to say. Have children listen for the sounds as you say the rhyme again slowly, clapping for each word. Then say it again quickly.

*How much wood
Would a woodchuck chuck,
If a woodchuck
Could chuck wood?*

*As much wood
As a woodchuck would,
If a woodchuck
Could chuck wood.*



I Can Do It Myself

Put on a silly hat and act out the motions as you say the first verse of the poem. Use a coat, a boot, and a mitten to show the actions in the remaining verses. Then invite children to join you to say the words and pantomime the actions.

*Hat on head, just like this
Pull it down you see.
I can put my hat on
All by myself, just me.*

*One arm in, two arms in,
Buttons one, two, three.
I can put my coat on
All by myself, just me.*

*Toes in first, heels down next,
Pull and pull, then see—
I can put my boots on
All by myself, just me.*

*Fingers here, thumbs right here,
Hands warm as can be.
I can put my mittens on
All by myself, just me.*

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Demonstrate confidence in ability and pride in accomplishments.

Materials

- hat, coat, boot, mittens



The I Can Song

Objectives

- Move and dance to music.
- Develop and express an awareness of self.
- Develop pincer control.

Teach children to sing “The I Can Song” (to the tune of “Do Your Ears Hang Low?”). Invite children to make up actions for the song.

*I can brush my teeth.
I can eat a healthy meal.
I can wash my hands
And tell you how I feel.
I can dress myself
And stay healthy as can be.
I am so proud of me!*



I Spy

Show the square on **Vocabulary Card 36** and have children name and describe the shape. Then invite them to use their imaginary magnifying glasses and search around the room to find other squares. Repeat with **Vocabulary Cards 37, 38, and 39**. Then use **Oral Language Cards 14 and 15** and have young investigators search for specific numbers and colors in the room.

Objectives

- Recognize, describe, and compare shapes.
- Associate number concepts, vocabulary, quantities, and written numerals.
- Identify primary colors.

Materials

- **Vocabulary Cards 36–39**
- **Oral Language Cards 14, 15**



If You're Happy and You Know It

Objectives

- Listen for different purposes.
- Move and dance to music.

Invite children to sing and move to the song "If You're Happy and You Know It."

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

*If you're happy and you know it, then your face
will surely show it.*

If you're happy and you know it, clap your hands.

2. ... stomp your feet.

3. ... turn around.

4. ... say "hooray."



It's in the Bag!

In advance, place plastic models of fruits and vegetables in individual grocery bags. Call a child to choose a bag and look inside it without telling anyone what is in the bag. Challenge the remaining children to guess what is in the bag by asking yes or no questions. Model with questions such as these:

- Is it a fruit?
- Is it bigger than an egg?
- Is it red?
- Is it round?

Objectives

- Ask and answer questions.
- Use appropriate language and style.

Materials

- variety of plastic fruits and vegetables
- small grocery bags



Jack and Jill

Objectives

- Listen for different purposes.
- Listen to and recite familiar poems and chants.

Materials

- sand pail (optional)

Recite the rhyme several times, inviting children to join in when they are familiar with the words. Then say the rhyme substituting the names of two children in the group for the names *Jack* and *Jill*. Invite those two children to pantomime the actions of the rhyme as the group recites.

*Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.*



Jump or Jiggle

Remind children that animals move in different ways. Ask children to listen as you recite “Jump or Jiggle” and think about how to show each animal. Let children model their ideas. Give suggestions as needed for any unfamiliar action words. Then repeat the rhyme several times, having children join in and act it out.

Objectives

- Listen for different purposes.
- Understand complex and varied vocabulary.

Frogs jump. Elephants thump.

Worms wiggle. Bugs jiggle.

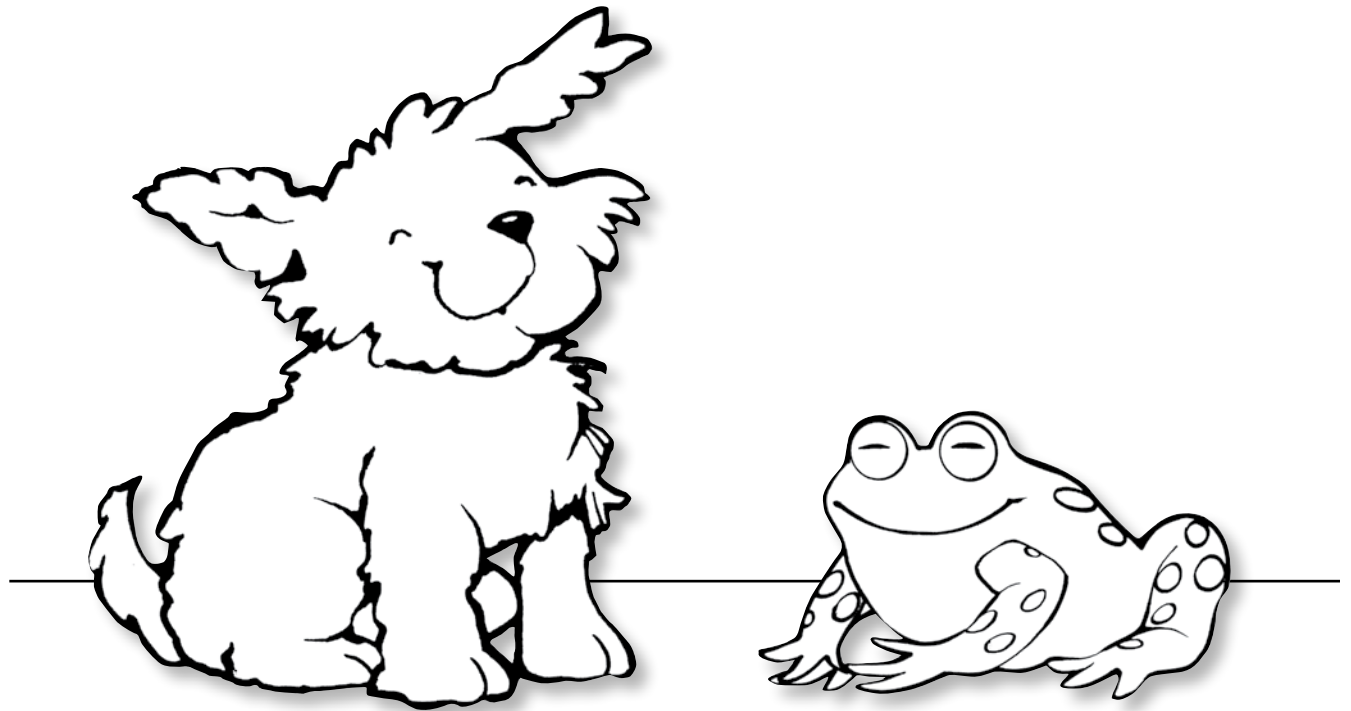
Rabbits hop. Horses clop.

Snakes slide. Seagulls glide.

Mice creep. Deer leap.

Puppies bounce. Kittens pounce.

Lions stalk—but I walk!



Letter Hokey Pokey

Objectives

- Show awareness of print in various settings.
- Match and sort letters.

Materials

- small self-stick notes

Place a self-stick note with *Ss* on each child's right hand. Place a self-stick note with *Ff* on each child's left hand. Then have children sing and dance this version of "The Hokey Pokey:"

Put your S hand in.

Put your S hand out.

Put your S hand in, and shake it all about.

Do the Hokey Pokey and turn yourself around.

That's what it's all about.

Repeat for *Ff*. Send children to find examples of the letters *S*, *s*, *F*, and *f* on charts, posters, or bulletin boards in the room. Have them take the matching self-stick note and place it below the letter in the room.



Like an Animal

Have children stand up and say this poem with you, acting out an action for each animal as it is mentioned:

*Can you jump like a frog
And bark like a dog?
Can you stretch like a cat
And fly like a bat?
Can you growl like a bear
And hop like a hare?
Now buzz like a bee,
And sit down with me.*

Objectives

- Approach tasks and activities with flexibility, imagination, and inventiveness.
- Develop a capacity for independent action and thought.



Little Miss Muffet

Objectives

- Notice beginning letters in familiar words.
- Represent stories and experiences through pictures and dictation and in play.
- ELL: Engage in nonverbal communication.

Materials

- name cards (1 per child)
- chart paper, marker
- plastic spider (optional)

In advance, make sure each child has a name card. Copy the following nursery rhyme onto chart paper and recite it for children:

*Little Miss Muffet sat on her tuffet,
Eating her curds and whey.
Along came a spider who sat down beside her
And frightened Miss Muffet away.*

Talk about the meaning of the rhyme. Then invite a child to role-play the story. You can use a plastic spider as a prop. Tape the child's name card over the words *Little Miss Muffet*, and have the class recite the rhyme using the child's name (and *his/him* when appropriate). After the child's turn, invite the child to name the first letter in his or her name. Offer each child a turn.



Little Pigs Sing-Along

Teach children a song about the three little pigs to the tune of "London Bridge." As children sing along, have them clap or move in time to the beat.

*The first little pig built a house of straw, house of straw,
house of straw.*

The first little pig built a house of straw, in the forest.

2. The second little pig built a house of sticks.

3. The third little pig built a house of bricks.

4. The big bad wolf shouted, "Let me in, let me in, let me in!"

5. "Not by the hair on my chinny, chin, chin," said the piggy.

*6. The big bad wolf then huffed and puffed, and blew the
straw house in.*

*7. The big bad wolf then huffed and puffed, and blew the
stick house in.*

*8. The big bad wolf then huffed and puffed, but he couldn't
blow the brick house in.*

Objectives

- Participate in various musical activities.
- Experiment with music concepts, volume, tempo, and sound.
- Move in time to beat and rhythm.



Little Turtle

Objectives

- Understand complex and varied vocabulary.
- ELL: Develop a vocabulary of object names and English phrases.
- Develop pincer control.

Materials

- Oral Language Card 44
- chart paper, marker

Show children the photo of a turtle on the back of **Oral Language Card 44**. Write the words to “Little Turtle” on chart paper. Track the print as you read each line and model the actions. Have children repeat after you. Recite the finger play, and invite children to join in.

There was a little turtle.

(Make a small circle with thumb and index finger.)

He lived in a box.

(Cup hands to form a box.)

He swam in a puddle.

(Make swimming motions.)

He climbed on the rocks.

(Make climbing motion with hands.)

He snapped at a mosquito.

He snapped at a flea.

He snapped at a minnow.

(Snap with thumb and forefinger three times.)

And he snapped at me!

(Turn hand toward self and snap.)

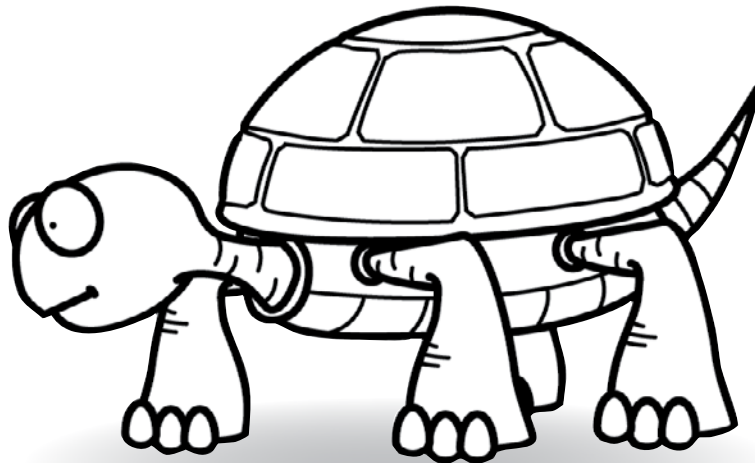
He caught the mosquito.

He caught the flea.

He caught the minnow.

(Make catching motion with hands three times.)

But he didn't catch me.



Manny, May I?

Help children review numbers one to three by playing “Manny, May I?” Hold the **Manny Puppet** and have children line up facing Manny, leaving a large space between Manny and the line of children. Have Manny call a child’s name and give a direction, such as:

- **Take one giant step.** (Write the numeral 1 on the board.)
- **Take two baby steps.** (Write the numeral 2 on the board.)
- **Take three regular steps.** (Write the numeral 3 on the board.)

Remind children to listen for their names so they will know when it is their turn to move. Tell children to stand still if it is not their turn.

Objectives

- Associate number concepts, vocabulary, quantities, and written numerals.
- Follow rules and routines.

Materials

- **Manny Puppet**



Mary Had a Little Lamb

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Move and dance to music.

Display common items children bring to school with them, including a backpack, lunchbox, juice, jacket, and so on. Then let children share the things they brought today.

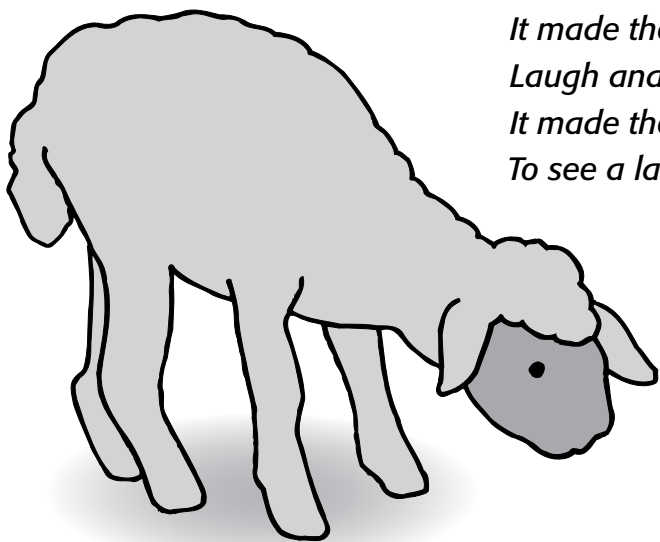
Explain that a little girl named Mary brought something very funny with her to school one day. Sing the song, inviting children to listen to find out what Mary brought with her. Then have children sing the song with you. As you sing the song again, let children skip to the music.

*Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
Its fleece was white as snow.*

*And everywhere that Mary went,
Mary went, Mary went,
Everywhere that Mary went,
The lamb was sure to go.*

*It followed her to school one day,
School one day, school one day,
It followed her to school one day,
Which was against the rules.*

*It made the children laugh and play,
Laugh and play, laugh and play,
It made the children laugh and play,
To see a lamb at school.*



Mary Wore a Red Dress

Say this chant several times, inviting children to join in when they are familiar with the rhythm and the words.

*Mary wore a red dress, red dress, red dress,
Mary wore a red dress all day long.*

Ask: **Is anyone in our class wearing a red dress?** If so, have them stand and say the chant with you again. Then, go around the circle, asking children to describe the clothing they are wearing. Use each child's name and the type of clothing he or she is wearing to create new verses for the chant.

(Tony) wore (blue jeans, blue jeans, blue jeans,) (Tony) wore (blue jeans) all day long.



Objective

- Identify objects in the environment.

Mirror, Mirror on the Wall

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Develop and express awareness of self.

Materials

- mirror

Look into a mirror and tell children what you see, such as two green eyes, long black hair, freckles, and so on. Pass the mirror, letting children look at their own reflection in it and describe what they see.

Then gaze into the mirror and say the chant. Ask children who you think the “mirror” sees.

*Mirror, mirror, on the wall,
Who’s the quietest (tallest, closest) one of all?*



My House

Show children **Oral Language Card 31**. Say: **I see a chimney on top of the roof. Do you see it too?** Ask a volunteer to point to the chimney. Then lead children in a finger play called "My House."

I'm going to build a little house.

(Use fingers to form roof.)

With windows big and bright.

(Use fingers to form windows.)

With chimney tall and curling smoke

(Stand with arms up in air.)

Drifting out of sight.

In winter when the snowflakes fall,

(Have hands flutter down.)

Or when I hear a storm,

(Cup hand to ear.)

I'll go sit in my little house

(Sit down.)

Where I'll be snug and warm.

(Cross arms over chest.)

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Listen for different purposes.
- Develop pincer control.

Materials

- Oral Language Card 31



Name the Animals

Objectives

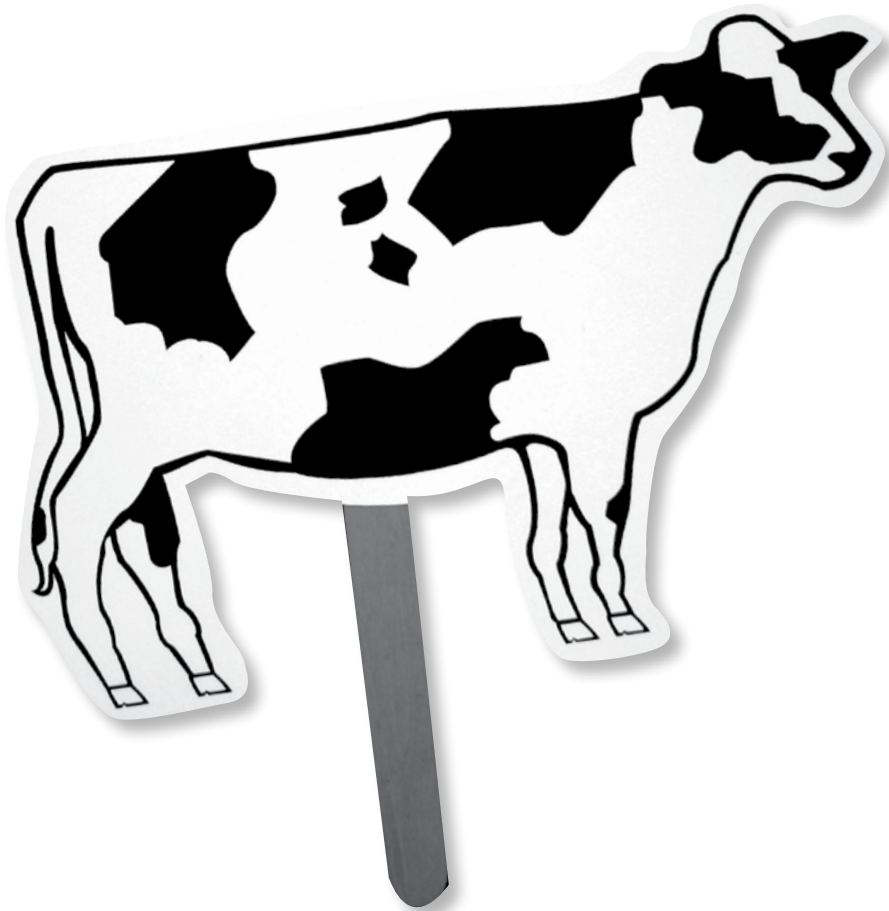
- Understand complex and varied vocabulary.
- ELL: Use new vocabulary and grammar in speech.
- Develop pincer control.

Materials

- farm animal pictures
- scissors
- cardboard
- glue and tape
- craft sticks

In advance, make stick puppets of animals on a farm. Cut out pictures of farm animals, glue them to cardboard, and attach the cutouts to craft sticks.

Display each puppet, and ask children to name the animal. Then tell them to listen carefully as you describe one of the animals. For example, say: **This animal lives on a farm. It has four legs. We get milk from it. It says “moo.”** Ask children to name the animal based on the clues. Give the puppet to one of the children. Repeat the activity with each puppet. Then have children take turns speaking for their animal puppets.



Ocean Clues

Name the pictures on **Oral Language Card 53**. Invite children to share what they know about the ocean. Include the words *seaweed*, *fish*, *rocks*, and *ship* in the discussion. Provide clues for each picture.

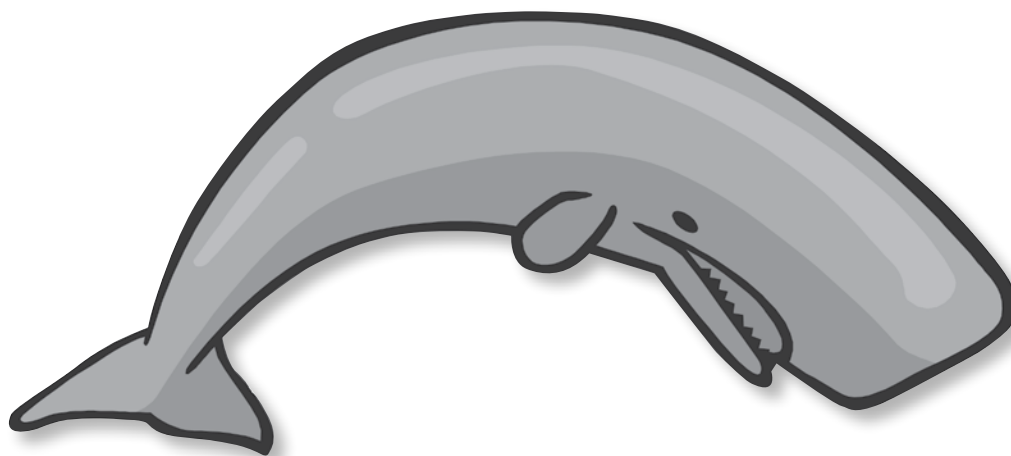
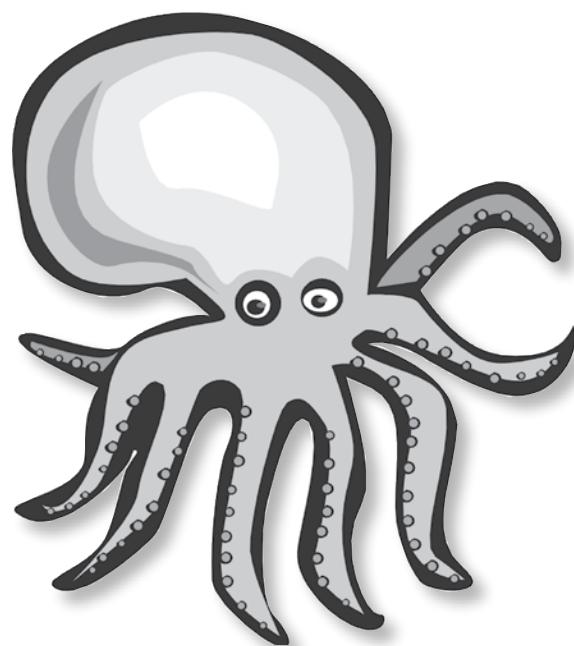
Clap syllables in place of the picture name, such as: **I'm standing by the ocean. I see (clap-clap) floating nearby. I know it is a green plant that some fish feed on. What is it?** (*seaweed*)
Call on a volunteer to point to the picture and say *seaweed*.
Encourage children to take turns providing clues.

Objectives

- Observe, describe, and discuss the natural world.
- Identify objects in the environment.

Materials

- Oral Language Card 53



Ocean Shell

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Speak clearly without contextual clues.
- Develop pincer control.

Materials

- large and small seashells

Display a collection of big and tiny seashells. Ask: **Where can you find seashells?** (on the beach by an ocean) Teach children the following finger play.

*I found a great big shell one day
Upon the ocean floor.*

(Hold hands cupped.)

*I held it close up to my ear
I heard the ocean roar!*

(Raise hands to ear.)

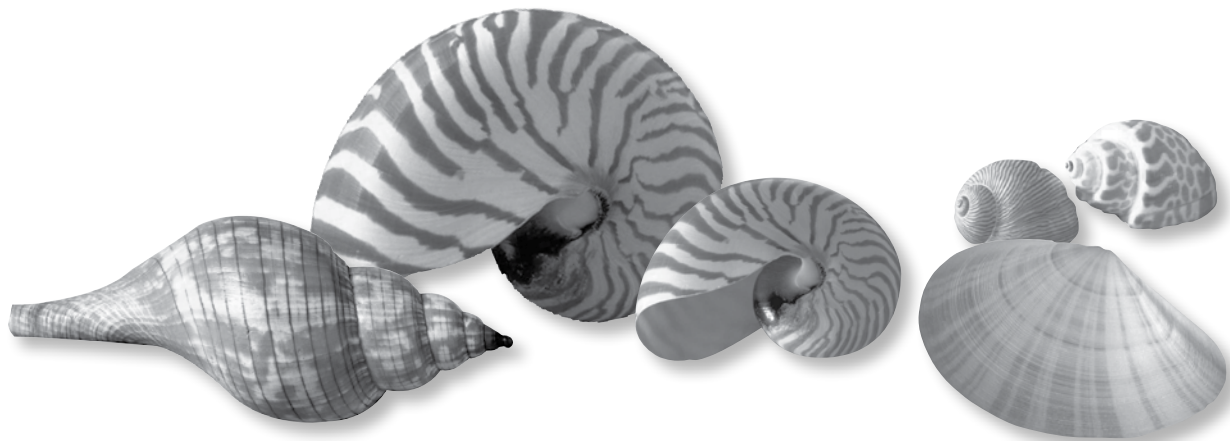
*I found a tiny shell one day
Upon the ocean sand.*

(Hold one hand cupped.)

*The waves had worn it nice and
smooth
It felt nice in my hand.*

(Pretend to roll shell between palms of both hands.)

Give each child a shell. Have him or her say if it is a big shell or a tiny shell and tell what it feels like.



Open, Shut Them

Sing or say this simple rhyme to help children quiet down:

<i>Open, shut them, open, shut them.</i>	(Open and close fingers.)
<i>Give a little clap.</i>	(Clap hands.)
<i>Open, shut them, open, shut them.</i>	(Open and close fingers.)
<i>Put them in your lap.</i>	(Fold hands in lap.)

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Participate in tasks and activities.
- Develop pincer control.



Our Snowman

Objectives

- Understand complex and varied vocabulary.
- Use the concepts of light, shadow, sun, moon, and stars.

Materials

- Oral Language Card 62

Lead children to recite and pantomime the rhyme below. Then display the snowman on **Oral Language Card 62**. Ask: **What caused the snowman to melt into water?** (the sun's heat)

*The other day my friend and I
Made a snowman wide and high.
But then the sun came out to stay,
And slowly Snowman melted away.*

*By yesterday he was really small,
And today there's nothing left at all—
Except a puddle on the grass.
Why couldn't our big snowman last?*



Over in the Meadow

Play the song "Over in the Meadow" on **Dilly's Music and Movement CD**. Invite children to sing along. Ask volunteers to listen for each animal name, and hold up the animal picture as you sing. Then have children stand to practice the actions and sounds. Show the animal picture and demonstrate how to hop, swim, sing, dive, buzz, caw, chirp, crawl, quack, and hide.

For each verse, form a group of two or more representing the mother and baby or babies. As you sing again, have the actors representing the animals perform the actions.

*Over in the meadow,
In the sand in the sun,
Lived an old mother toad
And her little toad one.
"Hop!" said the mother;
"I hop!" said the one,
So they hopped and they hopped
In the sand in the sun.*

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Demonstrate visual and auditory ability.
- Understand and use language to communicate.
- Respond to artistic creations or events.

Materials

- **Dilly's Music and Movement CD**
- animal pictures



Pat-a-Cake

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Notice beginning letters in familiar words.

Write the letter *B* on the board. Help children whose names begin with *B* to find the letters in their names. Look for *Bs* in the room, naming the letter each time you see it. Then say the rhyme several times as you perform the actions. Encourage children to join in when they are familiar with the words and actions.

If children are able, let them name the first letter in their names. In the rhyme, substitute the new letter for the letter *B* and a word that begins with the new letter for the word *baby*.

Pat-a-cake, pat-a-cake, baker's man. (Clap hands together.)

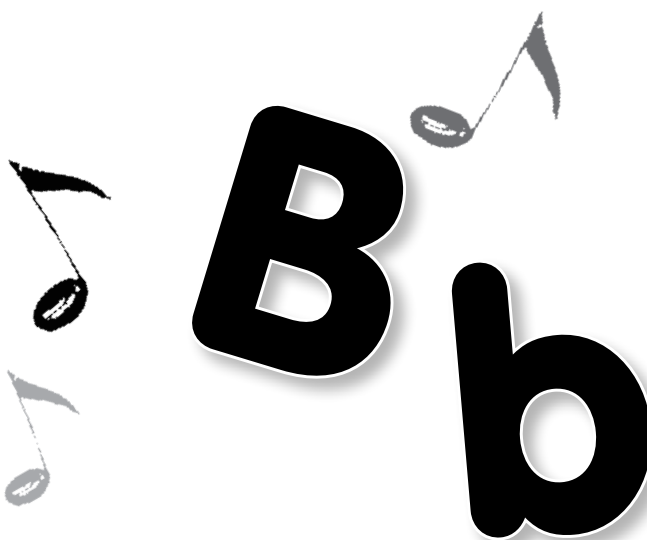
Bake me a cake as fast as you can.

Roll it, (Roll hands one over the other.)

And pat it, (Pat hands together.)

And mark it with a B. (Write a *B* in the air.)

And put it in the oven for baby and me. (Pretend to slide cake pan in oven.)



Rain, Rain, Go Away

Play the song "Rain, Rain, Go Away" on **Dilly's Music and Movement CD**. Form a circle. Lead children in singing the first verse of the song as they add movements to imitate Dilly with her magnifying glass and walk to the tempo. Teach children the remaining verses in a similar way. Then play the song again, singing and dancing. If possible, wear a raincoat and hold an opened umbrella during this activity.

*Rain, rain, go away,
Come again another day.
Dilly Gator wants to play.
Rain, rain, go away.*



Objectives

- Appreciate different types of music.
- Experiment with music concepts, volume, tempo, and sound.
- Move in time to beat and rhythm.

Materials

- **Dilly's Music and Movement CD**
- raincoat
- umbrella



Red Light, Green Light

Objectives

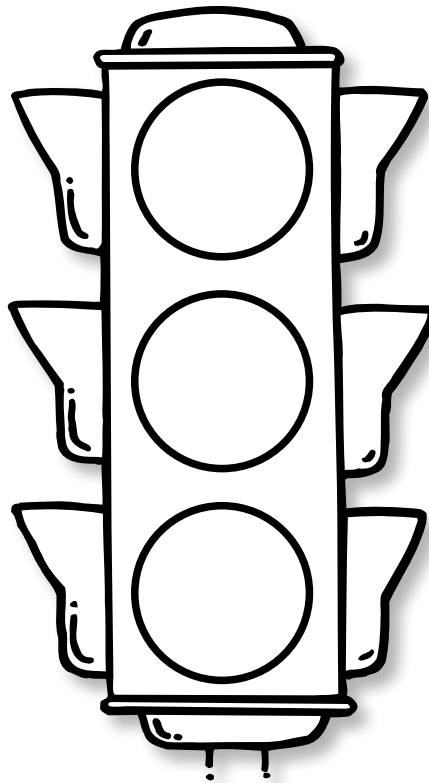
- Describe people's jobs.
- Approach tasks and activities with flexibility, imagination, and inventiveness.
- Understand roles, responsibilities, and services of community workers.

Materials

- Oral Language Card 28
- Vocabulary Card 53

Show children the stop sign and traffic light on **Oral Language Card 28**. Play a game of "Red Light, Green Light." In this game, the teacher is a "stoplight." Children pretend to be cars and line up about 15 feet away. The stoplight faces away from the cars and yells **green light**. Cars then move toward the stoplight. At any point, the stoplight may turn around and say **red light!** If the cars are still moving, they must pull off the road and are out of the game. Play resumes until a car reaches the stoplight.

Discuss the use of stoplights to regulate traffic and help pedestrians cross the street. Then show a picture of the police officers on **Vocabulary Card 53**. Ask: **Have you ever seen a police officer direct traffic or walkers? How did he or she let the people know to stop or go?**



Relaxing Flowers

Recite "Relaxing Flowers" as you model the actions. Invite children to join you. Encourage them to recite the lines expressively, speaking quietly for the gentle rain and with excitement when the flowers lift their heads. Remind children that flowers need water to live. Then discuss how the flowers lift their heads when the rain waters them.

Objectives

- Listen for different purposes.
- Listen to and understand conversations, stories, songs, finger plays, poems.
- Develop pincer control.
- Recognize that living things need water, food, and air.

<i>Five little flowers,</i>	(Hold up five fingers.)
<i>Standing in the sun,</i>	
<i>See their heads nodding,</i>	(Make fingers nod.)
<i>Bowing, one by one.</i>	(Make fingers bow.)
<i>Down, down, down</i>	
<i>Falls the gentle rain,</i>	(Raise hands and wiggle fingers.)
<i>And the five little flowers</i>	
<i>Lift up their heads again!</i>	(Hold up five fingers.)



Room Riddles

Objectives

- Identify objects in the environment.
- Listen to and understand conversations, stories, songs, finger plays, poems.

Materials

- Oral Language Card 32
- household objects or pictures of them

Invite children to share what they know about each room (kitchen, living room, bedroom, bathroom, dining room) on **Oral Language Card 32**.

Then display household objects. Have children name each object and tell where it is used. Ask riddles about where each one is used in a home. Say: **I'm thinking of a place where we use the pillow. This room has a bed in it. What room is it?** (bedroom) Call on a volunteer to point to the bedroom on the card.



Rub-a-Dub-Dub

Invite children to sit in a circle. Place a collection of rhythm instruments in the center. Have children sing or chant "Rub-a-Dub-Dub." Insert three children's names in the rhyme. As the children are named, tap them and have them stand in the center of the circle and choose an instrument to play as the game continues.

*Rub-a-dub-dub, three fish in a tub,
And who do you think they be?
There's (Marty) and (Lara) and (Al) too,
Float away, float away, over the sea.*

Objectives

- Experiment with musical instruments.
- Listen to and recite familiar poems and chants.

Materials

- rhythm instruments



Say and Touch

Objectives

- Recognize matching sounds and rhymes in familiar words, games, songs, stories, finger plays, poems.
- Develop awareness of name, location, and relationship of body parts.
- Develop pincer control.

Say the rhyme, and have children repeat the word and touch the rhyming body part as it is named.

Say "red," and touch your head.

Say "sky," and touch your eye.

Say "bear," and touch your hair.

Say "hear," and touch your ear.

Say "south," and touch your mouth.

Say "rose," and touch your nose.

Say "in," and touch your chin.

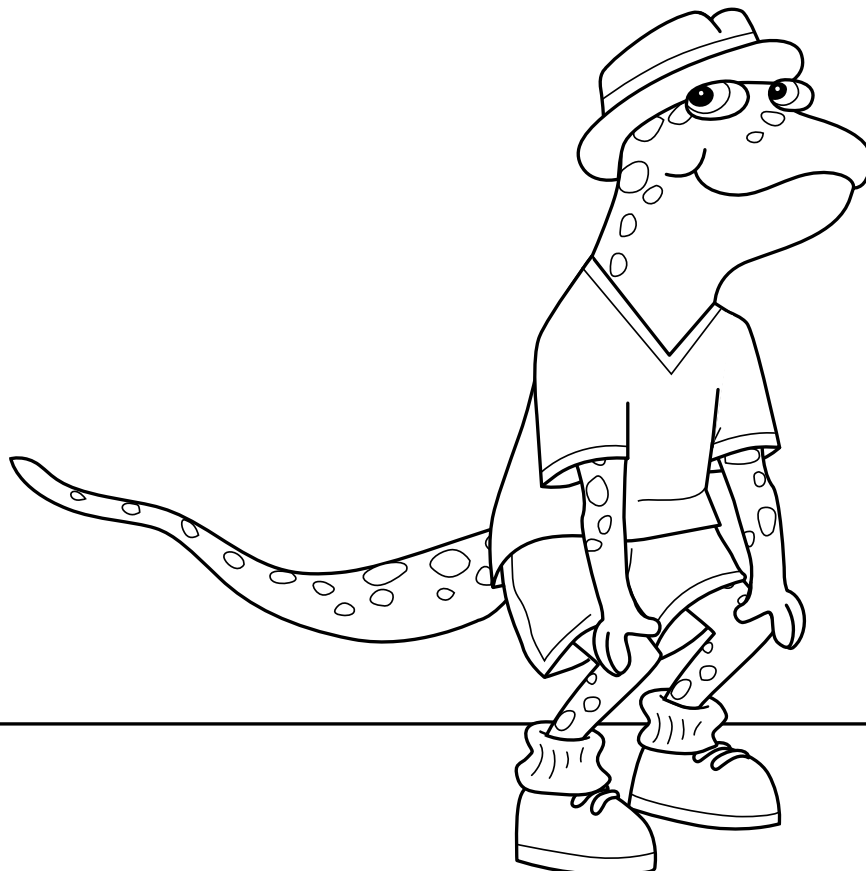
Say "rest," and touch your chest.

Say "farm," and touch your arm.

Say "yummy," and touch your tummy.

Say "bee," and touch your knee.

Say "neat," and touch your feet.



Seven InvestiGators

As you say the following counting rhyme, display one **Dilly and Friends Puppet** at a time. Have children hold up one finger for each InvestiGator.

*Seven InvestiGators wake from sleep.
The first one said, "This lake is deep!"
The second one said, "Let's take a dip."
The third one said, "See my tail flip."
The fourth one said, "Watch me float."
The fifth one said, "Here comes a boat!"
The sixth one said, "Hey! Don't splash!"
The seventh one said, "It's time to dash!"*

Say the rhyme again and invite seven volunteers to display the puppets, while the others hold up fingers for each.

Objective

- Listen to and understand conversations, stories, songs, finger plays, poems.

Materials

- Dilly and Friends Puppets



Sippity Sup

Objectives

- Listen to and recite familiar poems and chants.
- Notice beginning letters in familiar words.

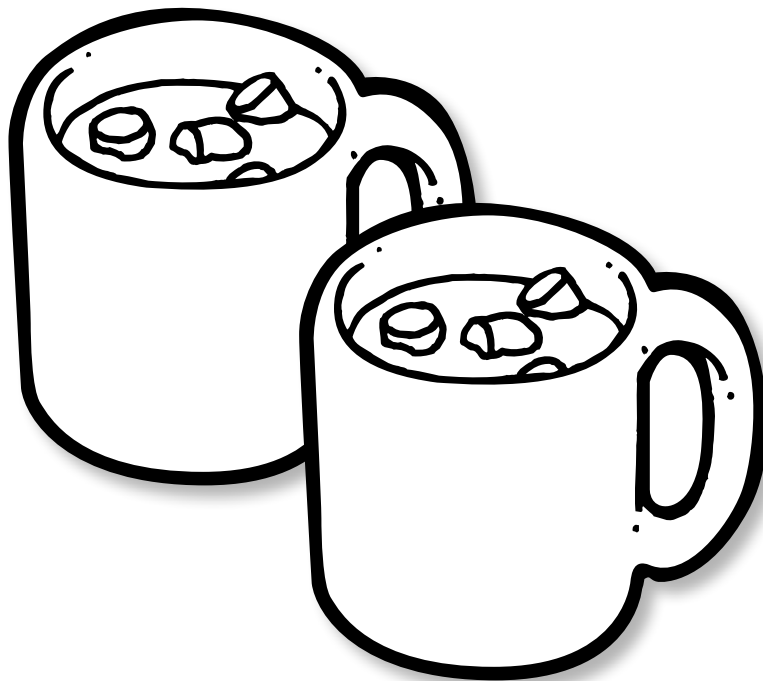
Materials

- chart paper
- marker
- plate, cups, plastic spoons (optional)

Copy the following rhyme onto chart paper and recite it for children.

*Sippity sup, sippity sup,
Cookies and cocoa in my cup.
Cookies and cocoa I sip from a spoon,
On a windy and wintry afternoon.
Sippity sup, sippity sup,
Sippity, sippity, sippity, sup!*

Talk about the beginning sounds that repeat and make the rhyme fun to say. Call on children to circle the letters. Then have children recite the rhyme with you. Let them take turns role-playing a child eating cookies and sipping cocoa from a cup with a spoon.



The Squirrel

Tell children that you will perform a rhyme about a wild animal. Model the actions as you read the rhyme. Ask them to listen for clues that will help them identify the animal.

Whisky, frisky, hoppity hop, (Bend elbow to make tree. Hop.)
Up he goes to the tree top! (Run one finger up arm.)
Whirly, twirly, round and round, (Twirl finger.)
Down he scampers to the ground. (Run down arm.)
Furly, curly, what a tail! (Make tail with left hand and arm.)
Tall as a feather, broad as a sail! (Stroke with right hand.)
Where's his supper? In the shell. (Cup hands.)
Snappity, crackity, out it fell. (Open hands at bottom.)

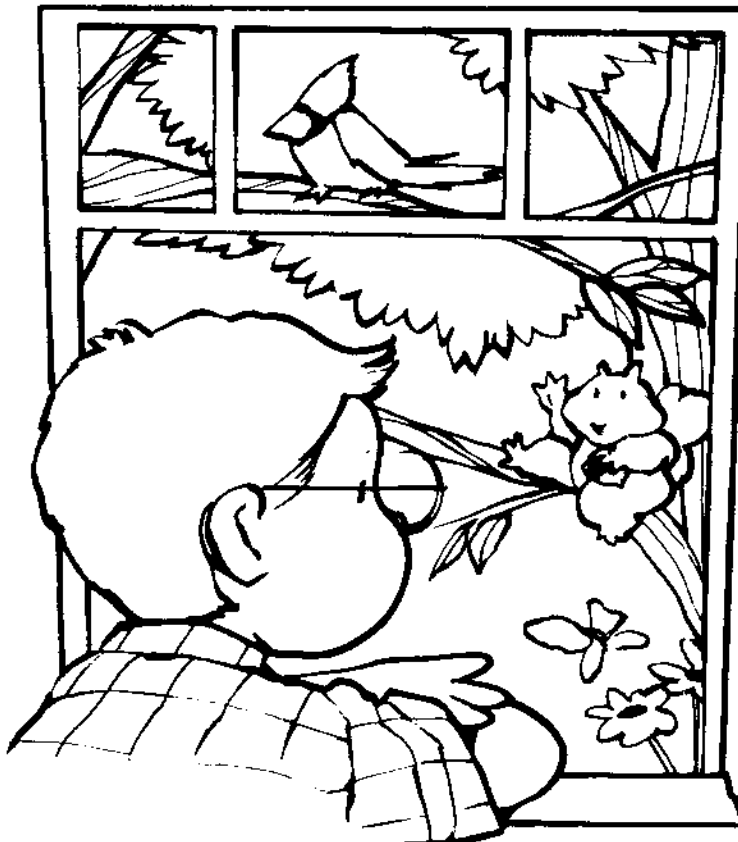
Have children name the animal. Then show them the squirrel on **Oral Language Card 49**. Reread the rhyme, encouraging children to join you.

Objectives

- Listen for different purposes.
- Understand and use language to communicate.
- Develop pincer control.

Materials

- Oral Language Card 49



Statues

Objectives

- Understand and use language to communicate.
- Develop awareness of name, location, and relationship of body parts.
- ELL: Speak in English.

Materials

- **Great Auntie Lu Puppet**

Have children stand on a rug for a game of “Statues.” Stand in front of the group and silently touch your knee with your hand. Have children strike the same pose and hold it.

Then invite the **Great Auntie Lu Puppet** to view and comment on the “statues.” Call on a child to hold and speak for Great Auntie Lu as she describes the statues, naming the body parts that are touching such as: **My hand is touching my knee.** Repeat the activity, striking different poses, until several children have had an opportunity to be Great Auntie Lu.



Stop, Drop, and Roll

Explain that children will learn a song to help them remember what to do in case of a fire. Show children how to cover their nose and mouth with their hands and crawl low to the ground to avoid smoke. Then pantomime the actions of stop, drop, and roll as you sing the song to the tune of "The Farmer in the Dell." Then invite children to join in.

Objectives

- Understand complex and varied vocabulary.
- Respond to musical creations or events.

Stop, drop, and roll.

Stop, drop, and roll.

If your clothes catch fire,

Then you should stop.

Stop, drop, and roll!



The Storm

Objective

- Understand complex and varied vocabulary.

Materials

- 10 construction-paper puddles
- tape
- raincoat and umbrella (optional)
- props (gray construction-paper clouds, spray bottles of water, pie tins, umbrella, artificial flowers, construction-paper sun)

Recite "The Storm" and have children think about how it is like storms they have experienced. During a second reading, distribute props and invite children to perform the poem.

Clouds are swiftly floating by;

(Move clouds left to right.)

Darker and darker grows the sky.

Pitter-patter sounds the rain,

(Squirt water into pie tins.)

Splashing on the windowpane.

Wind is blowing, "Oo-oo-oo!"

(Say, "Oo-oo-oo.")

Rattling doors and windows too.

(Rattle a closed door.)

Tom's umbrella is so small;

(Hold up an umbrella.)

It does not keep him dry at all.

Pouring, pouring, hours and hours;

Water for the thirsty flowers.

(Hold up flowers.)

Waiting children say, "We fear

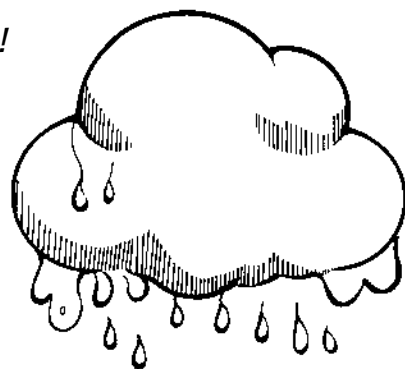
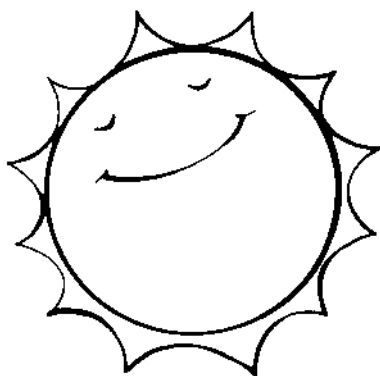
(All children join in.)

That the sky will never clear."

"Look! Sunshine! A pleasant day!

(Hold up a sun.)

Now we can go out to play."



The Sun

Lead children in a finger play about the sun.

<i>Over there the sun gets up</i>	(Extend one arm horizontally.)
<i>And marches all the day.</i>	(Raise arm slowly.)
<i>At noon, it stands right overhead;</i>	(Point arm straight up.)
<i>At night, it goes away.</i>	(Lower arm slowly and drop down.)

Ask: **Do you think the sun really goes away at night? What do you think happens to the sun at night?** Explain that the sun shines all the time but not always on the same place because the world is always turning.

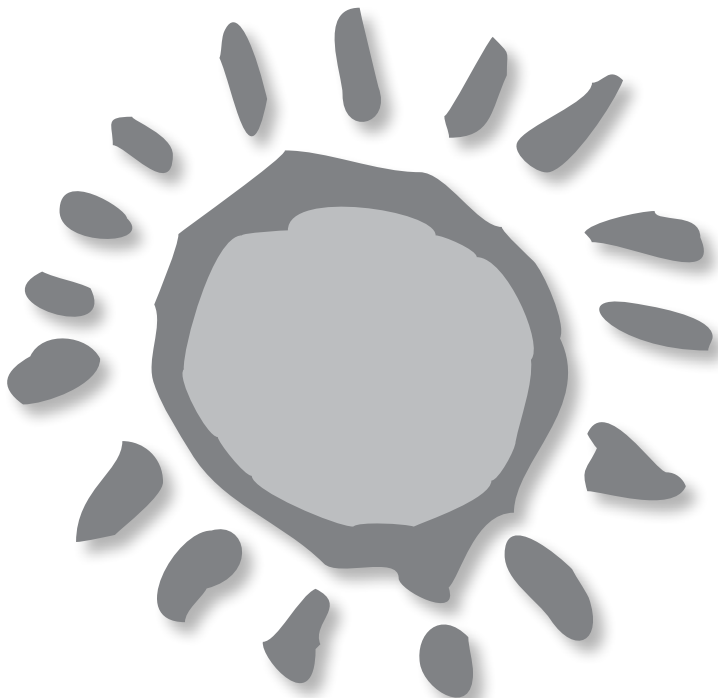
Display a globe. Point to and mark your location. Turn out the lights. Ask a volunteer to hold the sun (a flashlight) and shine it on the globe as you slowly spin it. When your location is on the dark side, point to it and ask: **Is it day or night where we live on the globe?** (night) **Is the sun still shining?** (yes) **Where?** (on another part of the globe)

Objectives

- Ask and answer questions.
- Observe cycles.
- Use the concepts of light, shadow, sun, moon, stars.
- Develop pincer control.

Materials

- globe
- flashlight



Ten Little Fingers

Objectives

- Listen for different purposes.
- Develop pincer control.

Teach children the words and actions and then invite them to perform the finger play with you.

I have ten little fingers.

(Hold up ten fingers.)

And they all belong to me.

(Point to self.)

I can make them do things.

(Wiggle fingers.)

Do you want to see?

(Tilt head.)

I can make them point.

(Point.)

I can make them hold.

(Hold fingertips together.)

I can make them dance.

(Dance fingers on arm.)

And then I make them fold.

(Fold hands in lap.)



This Is the Way

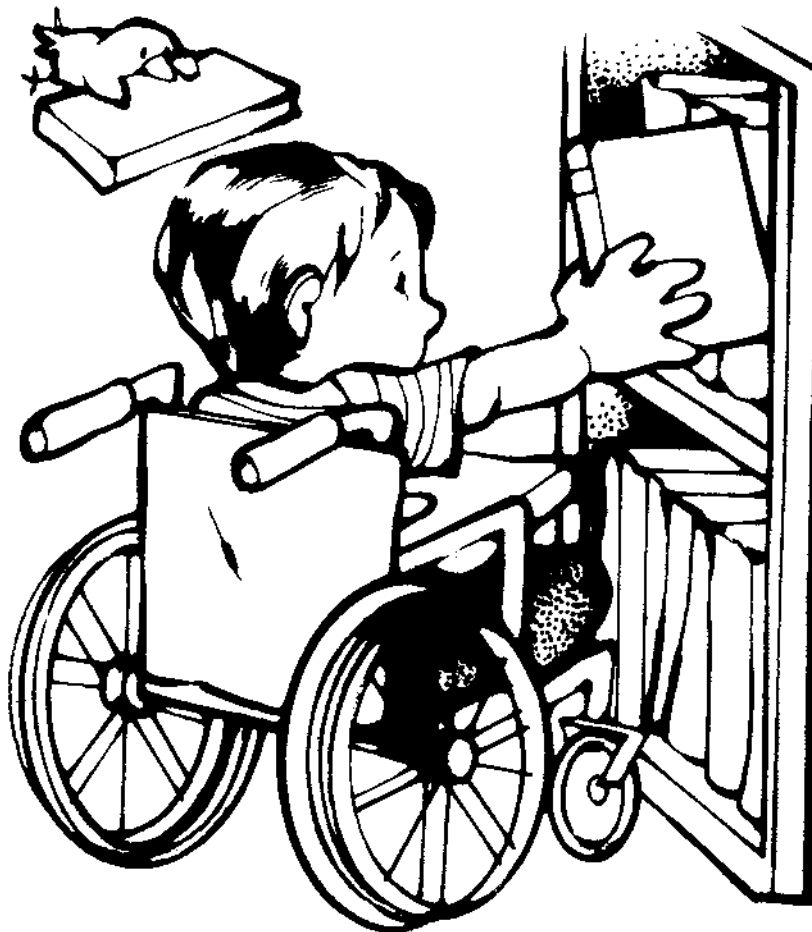
As children practice routines for cleaning up, chant this nursery rhyme or sing it to the tune of "The Mulberry Bush." Create new verses to go with everyday routines.

*This is the way we stack the blocks,
Stack the blocks, stack the blocks.
This is the way we stack the blocks,
To keep our classroom clean.*

*This is the way we sort the books,
Sort the books, sort the books.
This is the way we sort the books,
To keep our classroom clean.*

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Follow rules and routines.



Three Little Kittens

Objective

- Recognize matching sounds and rhymes in familiar words, games, songs, stories, finger plays, poems.

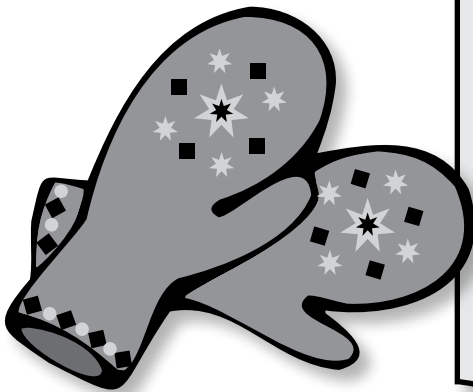
Read at least one verse of the poem to children. Tell children to listen for the word that rhymes with *kittens*. When you finish reading, ask: **What word in the poem rhymes with *kittens*? (mittens)**

*Three little kittens,
They lost their mittens,
And they began to cry,
"Oh, mother dear,
We sadly fear
Our mittens we have lost."
"What! Lost your mittens,
You naughty kittens!
Then you shall have no pie."
"Mee-ow, mee-ow, mee-ow,
mee-ow."
"You shall have no pie."*

*The three little kittens,
They found their mittens,
And they began to cry,
"Oh, mother dear,
See here, see here,
Our mittens we have
found."
"What! Found your mittens,
You darling kittens!
Then you shall have some
pie."
"Mee-ow, mee-ow, mee-ow,
mee-ow."
"You shall have some pie."*

*The three little kittens,
Put on their mittens,
And soon ate up the pie;
"Oh, mother dear,
We greatly fear
Our mittens we have soiled."
"What! Soiled your mittens,
You naughty kittens!"
Then they began to sigh,
"Mee-ow, mee-ow, mee-ow,
mee-ow."
They began to sigh.*

*The three little kittens,
They washed their mittens,
And hung them out to dry;
"Oh, mother dear,
Look here, look here,
Our mittens we have
washed."
"What! Washed your
mittens,
You're such good kittens.
I smell a rat close by!
Hush! Hush! Hush! Hush!
Hush! Hush! Hush!
I smell a rat close by."*



Wading in the Water

Sing the following lyrics to the tune of "The Battle Hymn of the Republic." Point to body parts as they are named.

She waded in the water and she got her feet all wet.
(Repeat three times.)

But she didn't get her (clap, clap) wet yet.

(Additional verses:)

2. *She waded in the water and she got her ankles wet . . .*

3. *She waded in the water and she got her knees all wet . . .*

4. *She waded in the water and she got her legs all wet . . .*

(Final verse:)

5. *She waded in the water and she finally got it wet . . .*

She finally got her swimsuit wet!

Then ask: **What word rhymes with wet?** (yet) **Say other words that rhyme with wet and yet.** (bet, get, jet, met, net, pet, set)

Objectives

- Listen to and identify alliteration.
- Recognize rhymes.



What Am I?

Objectives

- Identify human-made things.
- Identify what things are made of.
- ELL: Speak in English.

Materials

- Chuck Puppet
- Oral Language Card 33

Have the **Chuck Puppet** use **Oral Language Card 33** to show children pictures of everyday things made of wood, such as a table, chair, and bed. Have Chuck also point to objects in the room for children to examine. Ask children to name each object and tell how it is used.

Then have Chuck challenge children to answer riddles like this one: **I am made of wood. I have four legs and a back. You can sit on me. What am I?** (chair) Invite children to make up riddles for Chuck to answer too.



What Is It?

In advance, gather small figures or pictures of animals and a pet carrier or bag. Show children the animals and place them in the bag. Then give clues about how one animal looks, where it lives, how it moves, what sound it makes, and so on until a child names the animal.

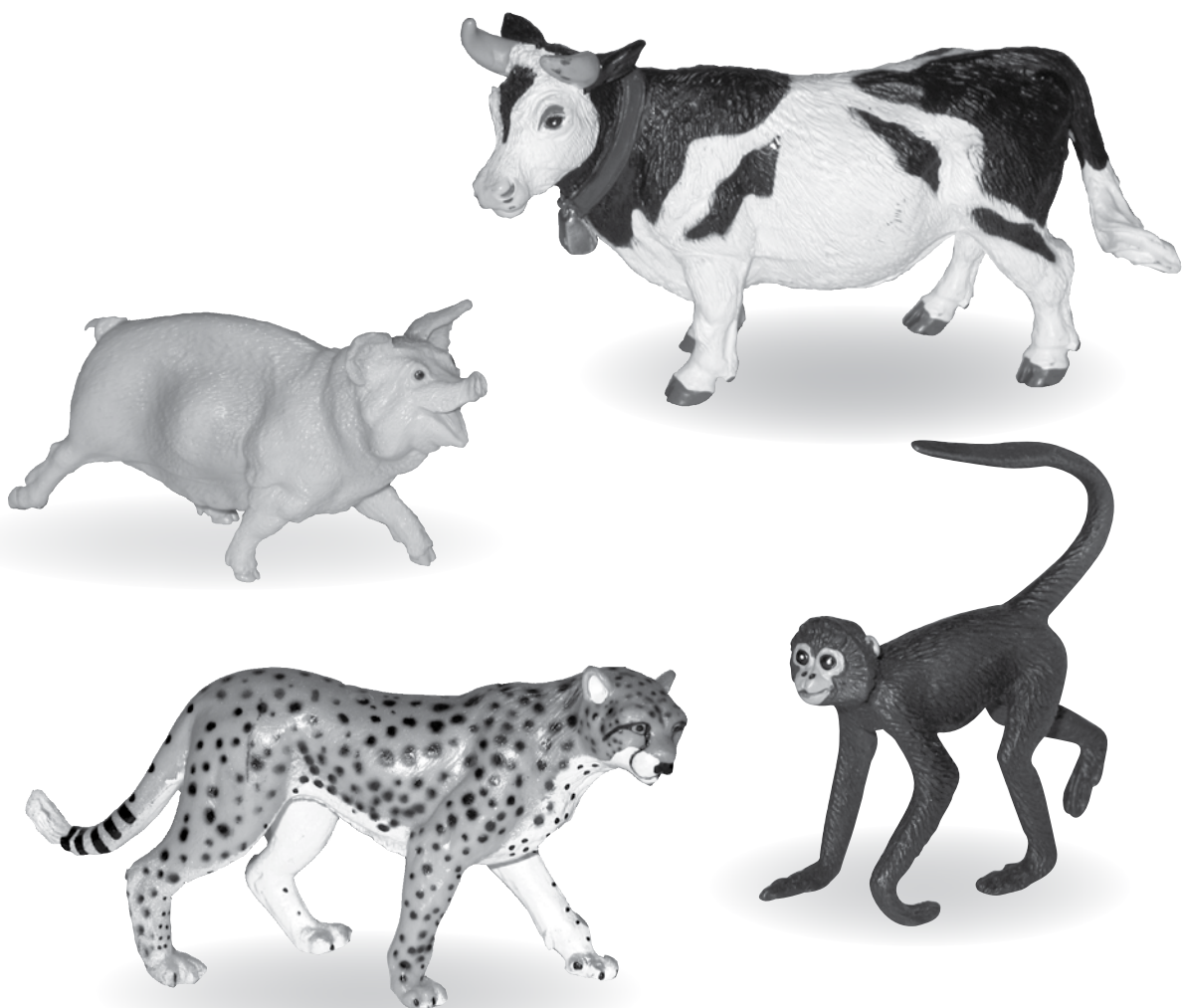
Invite the child who named the animal to hold it. Continue until several children have a chance to name an animal. You may wish to follow-up by having children tell how two animals are alike and different.

Objectives

- Understand complex and varied vocabulary.
 - ELL: Listen to and understand English.
 - Compare and contrast objects, materials, and organisms.
-

Materials

- animal figures or pictures of animals
- pet carrier or bag



Where Is Thumbkin?

Objectives

- Listen to and understand conversations, stories, songs, finger plays, poems.
- Develop pincer control.

Sing this finger play in a quiet voice to get children's attention. When they are gathered around you, lead them in naming the fingers and saying the rhyme.

Where is Thumbkin?

Where is Thumbkin?

Here I am, here I am.

How are you today, sir?

Very well, I thank you.

Run away, run away.

(Display two fists.)

(Raise thumbs one at a time.)

(Bend one thumb to "talk" to the other.)

(Bend other thumb to "talk.")

(Put fists behind back.)



Which One Does Not Belong?

Have the **Bruno Puppet** invite children to play a game: **I will name four things. Figure out which one does not belong. Are you ready? Let's play!** Here are some examples for Bruno to use.

- **dog, horse, bird, tree—Which one does not belong?**
Why? (tree; it is not an animal)
- **red, shoe, blue, purple—Which one does not belong?**
Why? (shoe; it is not a color)

Children may enjoy creating their own groups and sharing them with the class. Invite them to look for objects in the room or look through pictures on the **Oral Language Cards**.

Objectives

- Listen for different purposes.
- ELL: Listen to and understand English.

Materials

- Bruno Puppet
- Oral Language Cards



Who's Got the Seed?

Objectives

- Ask and answer questions.
- Use age-appropriate grammar in conversation.

Materials

- medium-sized seed

Call on a child to be the "farmer." Have the rest of the children form a circle, and send the farmer to another part of the room.

Show children how to form a "pocket" by placing their hands together with palms facing in. Conceal a medium-sized seed in your hand and walk around the circle. Slip the seed into one child's "pocket" while pretending to place the seed into the other children's hands. Then call on the farmer to return to the circle and guess which child has the seed.

Model for children how to use complete sentences to guess and respond, saying, for example: **Keesha, do you have the seed?** and **No, I do not have the seed.**



Who Took a Cookie from the Cookie Jar?

Have children sit in a circle and pass around an empty cookie jar. Have children pretend that the jar is filled with delicious cookies. Then play a game together. Decide on who will be called first. Instruct the group to ask the question: **Who took a cookie from the cookie jar?** Have them continue inserting the child's name: **(Child's name) took a cookie from the cookie jar.** The child who was called first responds: *Who me?* Then follow with the other questions and responses that follow.

Child: *Who me?*

Group: *Yes, you!*

Child: *Not me!*

Group: *Then who?*

Teacher: **(Insert another child's name) took a cookie from the cookie jar.**

Child: *Who me?*

Group: *Yes, you!*

Child: *Not me!*

Group: *Then who?*

(Continue until all children have participated.)

After you have played the game several times, explain that they will meet some new friends this week. Hold up the corresponding **Dilly and Friends Puppet**, introducing a new character to the class, and then have children play the game again, using the puppet's name. Explain that children will learn more about their new friends later in the day.

Day 1: Use **Dilly Gator** and **JT Gator**.

Day 2: Use **Great Auntie Lu**.

Day 3: Use **Rosalita Sausalita**.

Day 4: Use **Manny Salamander** and **Chuck Wood**.

Day 5: Use **Bruno Buzzbee**.

Objectives

- Ask and answer questions.
- Participate in games, outdoor play, and exercise.

Materials

- cookie jar (optional)
- **Dilly and Friends Puppets**



The Wind

Objectives

- Understand complex and varied vocabulary.
- ELL: Develop a vocabulary of object names and English phrases.

Materials

- Vocabulary Card 99

Talk about the picture of wind on **Vocabulary Card 99**.
Lead children in singing and acting out "The Wind" (to the tune of "Twinkle, Twinkle, Little Star").

The wind came out to play one day.

He swept the clouds out of his way.

(Make sweeping motions with arms.)

He blew the leaves and away they flew.

(Make fluttering motions with fingers.)

The trees bent low, and their branches did too.

(Lift arms and lower them.)

He blew the great big ships at sea,

(Repeat sweeping motions.)

And he blew my kite away from me.

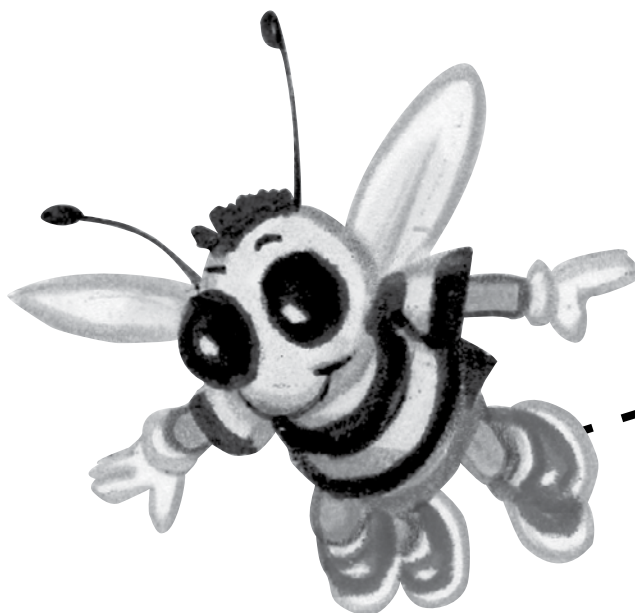


Zoned for Bees

Have children stand at the opposite side of the room from you. Make animal sounds. Every time they hear Bruno's buzz, they "fly" ahead until you raise your hand. The game ends when the "bees" reach you.

Objectives

- Listen for different purposes.
- Participate in games, outdoor play, and exercise.





Just for Threes

Marvelous Me!

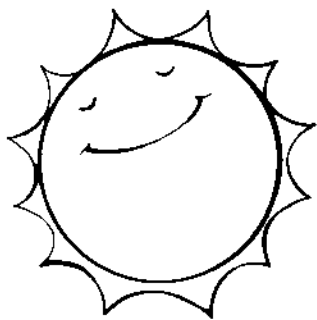
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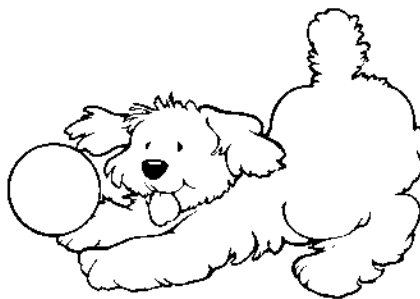


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This Investigation celebrates the uniqueness of each and every child. As young children become increasingly independent, they discover their own personal style, likes, dislikes, and talents much like the characters in Dilly's World. Marvelous Me! will lead children to explore ways they are both alike and different from others and how those differences make them oh so special.

Part 1 My Fingers, Toes, Eyes, Ears, and Nose

To introduce Marvelous Me!, remind children that they are members of The InvestiGator Club™. Explain that InvestiGators are good listeners and explorers and like to learn new things just like Dilly Gator and her friends.

Then tell children: **During this Investigation, we will learn all about the parts of our bodies that help us bend and move. We will find out what our five senses are and how we use them to make new discoveries. Who is ready to start investigating?**

I Can Bend and Move

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Tell children that every day the InvestiGators are on the move as they investigate and play. They hardly ever sit still! Invite children to stand and form a circle. Teach body awareness by naming and touching each part of the body and having children repeat after you: *My head, eyes, nose, ears, mouth, neck, shoulders, arm, elbow, hand, fingers, knees, ankles, toes, back.*

Review the names of body parts by playing a game and singing a song. Say: **One of the InvestiGators loves to play games and exercise. Do you know who it is? It's Manny Salamander! Manny has a game that will have you singing, exercising, and giggling while you learn about body parts. Come on, let's play!**

- Give oral directions and have children respond by moving their body parts:

Wiggle your fingers.

Nod your head.

Tap your toes.

Slap your knees.

Point to your elbow.

Blink your eyes.

Touch your nose.

Clap your hands.

Objectives

- Understand and follow directions.
- Develop awareness of name, location, and relationship of body parts.
- Move and dance to music.
- Interact with adults effectively.

Materials

- **Dilly's Music and Movement CD**

I Can Bend and Move (continued)

- Play the action song "Head, Shoulders, Knees, and Toes" (Track 8) on the CD. Have children touch body parts as they are mentioned in the song.

Head, shoulders,

Knees and toes, knees and toes.

Head, shoulders,

Knees and toes, knees and toes.

Eyes and ears

And mouth and nose.

Head, shoulders,

Knees and toes, knees and toes!

- Vary the body parts for a second verse:

Back, elbow,

Ears and nose, ears and nose.

Back, elbow,

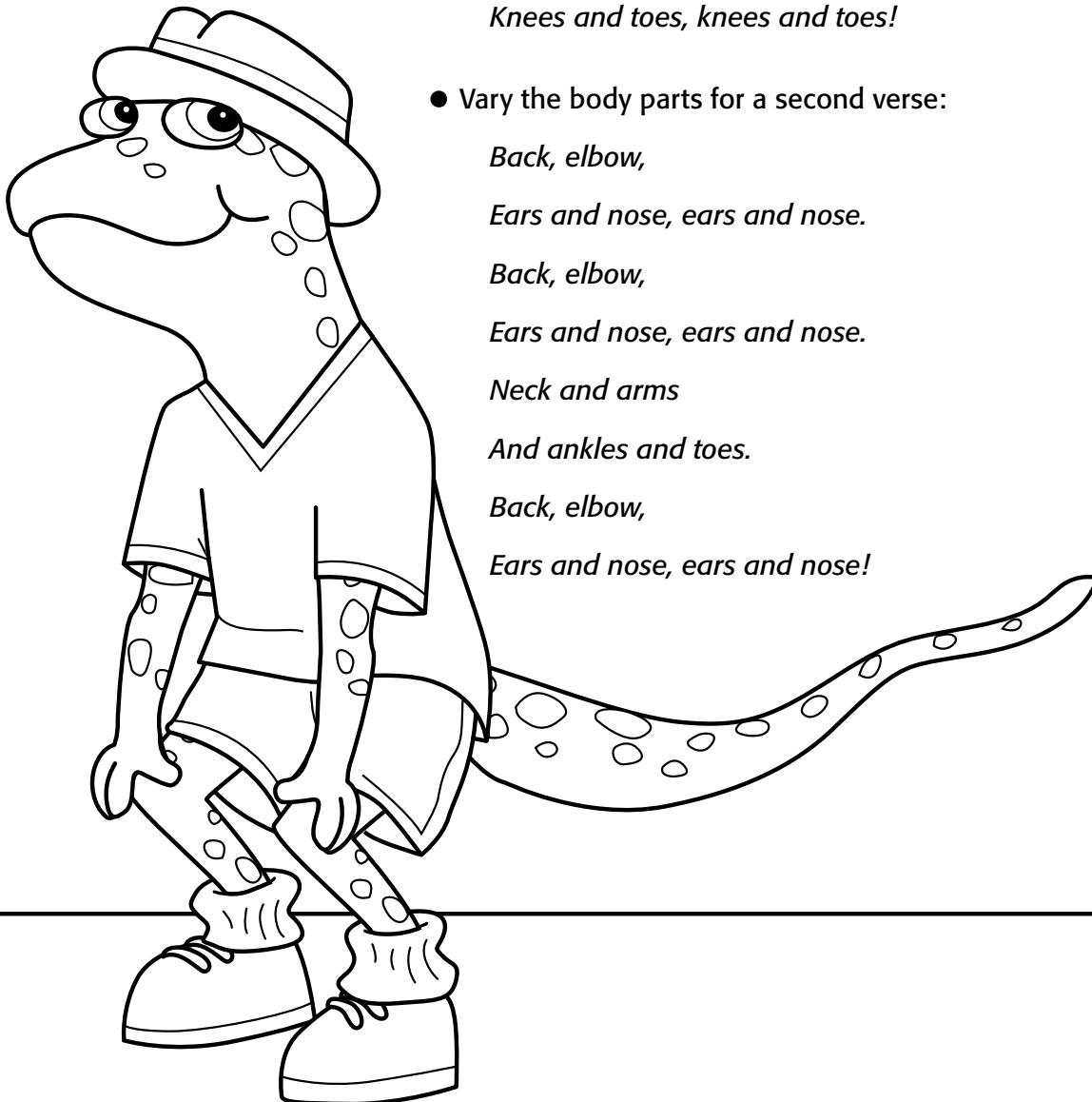
Ears and nose, ears and nose.

Neck and arms

And ankles and toes.

Back, elbow,

Ears and nose, ears and nose!



Make a Texture Book

Tell children that one way the InvestiGators discover new things is by touching them. But Chuck Wood always warns the others to make sure that what they are touching is safe. Say: **One special thing we do with our hands is to use our fingers to discover how something feels. This is called our sense of touch.** Work with small groups to investigate a collection of textured items and use descriptive words to talk about how they feel.

- Set out a collection of textured items. Include a few samples of each type of texture so children can compare and group objects. Items can feel smooth, soft, rough, prickly, fuzzy, silky, bumpy, and so on.
- Encourage children to feel each of the objects and talk about what they notice. Help children choose words: **This one feels fuzzy. Can you find another one that is fuzzy?**
- Help children sort and group the items that feel the same. As children sort, ask: **Why do you think this one goes in this pile?** The process can be repeated with other small groups.
- Then work together to create a texture book, attaching items with the same texture to sheets of tagboard. Talk about a word that describes how the items feel and label the page while children watch. Then point to and read the word. For example: *Fuzzy*. Continue by saying: **We have three fuzzy things on this page. What are they?** Repeat for each page.
- Punch holes in the pages and bind them together using yarn.
- Read the texture book together. Children might want to select one category and investigate other objects in the classroom that have the same texture.

Objectives

- Sort objects according to one or two attributes.
- Observe and describe.

Materials

- variety of textured materials (netting, fake fur, felt, silk, cork, bark, sponge, cotton balls, velvet, foil, sandpaper, burlap, dried leaves, etc.)
- tagboard
- marker
- yarn
- hole punch
- glue or tape



Taste Buddies

Objective

- Collect, describe, and record information through discussions, drawings, maps, or charts.

Materials

- paper plate for each child
- foods that are bitter, salty, sweet, and sour (radishes, unsweetened cocoa, pretzels, popcorn, raisins, strawberries, lemons, pickles, etc.)
- unbreakable hand mirrors
- chart paper, marker

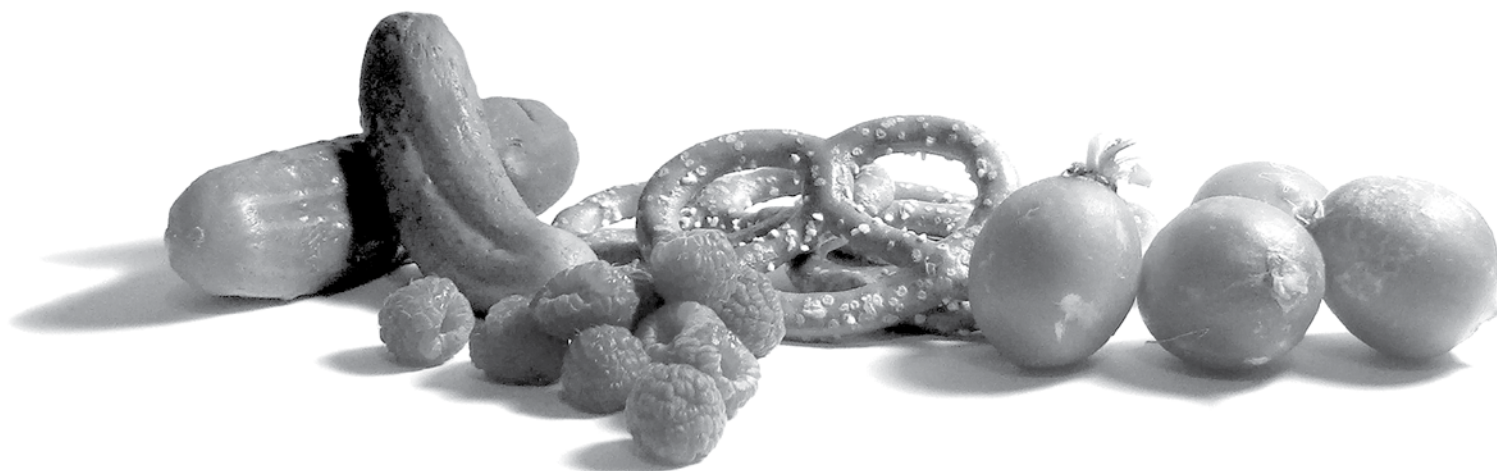
ELL

Encourage English language learners to use the four key “taste” words *bitter*, *salty*, *sweet*, and *sour* and to add to their descriptive language with gestures.

Prepare in advance paper plates with samples of foods that are *bitter*, *salty*, *sweet*, and *sour*. Use the words to help children describe foods they taste.

Safety note: Check for food allergies before serving any food items to children.

- Say: **JT Gator knows a lot about different countries around the world. JT likes to try food from different places, so he knows a lot about how different foods taste. Today we will learn about how different foods taste too! Let’s start investigating!**
- Say: **Taste is the sense you use to discover how food tastes. You can tell how food tastes using the taste buds in your mouth.**
- Provide hand mirrors so children can look at their tongues. Say: **Do you see any little bumps on your tongue? Those are taste buds. When you eat or drink, your nose and your taste buds work together to tell how food and drinks taste.**
- Children can taste the small samples of foods on their plates by putting a little on their tongues. Have them describe each taste as *bitter*, *salty*, *sweet*, or *sour*. Write the words and food names on chart paper. Talk about the tastes they like best and least.



Sniff and Tell

Beforehand, poke holes in the top of each container. Then put a scented item inside each one. Glue pictures to the bottoms of the containers to represent the scented items.

Begin the activity by telling children that Dilly loves to smell the flowers in her garden. The lilacs are her favorite. All the InvestiGators know when Bruno Buzzbee is baking honey cake. They can smell it all over Circle Forest!

- Have children close their eyes as you spray air freshener in the air. As children open their eyes, ask: **What do you smell?** Explain how we use our noses to sense how something smells. Invite children to name things they smell each day.
- Use pairs of cotton balls soaked with peppermint, vanilla, and cinnamon extracts. Put each in a separate container.
- Hold up one of the peppermint containers. Model how to smell what is inside by placing it close to your nose and sniffing. Let each child sniff and then pass the container. Talk about how it smells: **This smells fresh and sweet. It smells like a candy cane.** Encourage children to use their own describing words.
- Introduce the other containers. Have children find two scents that match. Identify the scents for them.
- Allow children to look at the picture on the bottom of the container to see what each scent is, or let children open the containers to see the items.
- Place the containers in the classroom for further exploration. Children might want to group the scents into ones they like and dislike.

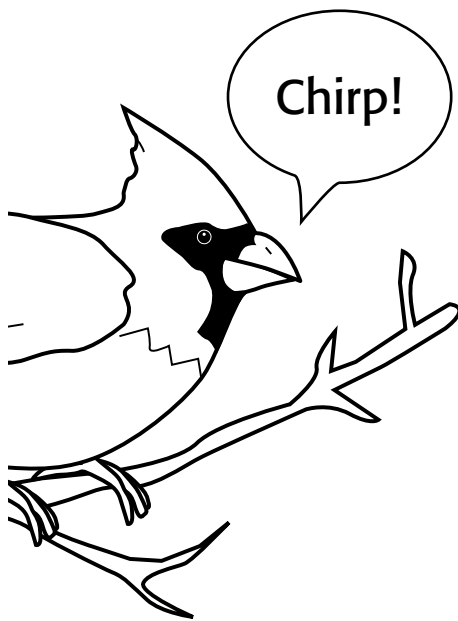
Objectives

- Observe and describe.
- Use senses, simple tools, and measuring devices to gather information.

Materials

- small plastic containers with lids
- cotton balls with vanilla, peppermint, and cinnamon extracts
- pictures to match scents
- glue
- citrus or floral spray air freshener





Sounds All Around Me

Introduce sounds by saying: **If you are walking along Triangle Beach, you just might hear the sound of JT Gator's harmonica. Or if you are near Diggery Den, you will be sure to hear the sound of a hammer and know that Chuck Wood is hard at work. You can hear sounds all around you every day. Some sounds are loud, and some are soft. You can make your voice loud or soft. A shout is loud, and a whisper is soft. Invite children to shout and then whisper: Sounds are all around me!**


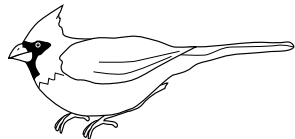


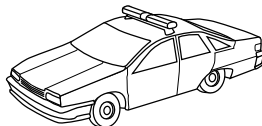

Objectives

- Identify environmental sounds.
- Collect, describe, and record information through discussions, drawings, maps, or charts.
- Observe changes in sound.
- Participate in various musical activities.
- Demonstrate visual and auditory ability.

Materials

- notebook, pen or pencil
- chart paper, marker

- Tell children they will go on a listening walk outdoors. Prepare children for taking their walk outdoors by asking questions such as: **What sounds do you think we will hear on our walk? Where should we go to hear lots of sounds? What do we use to hear? How can you and I make sure we will all be able to hear lots of sounds?**
- As you walk together, help children use describing words: **Where is that banging noise coming from? Is it a loud noise or a soft noise? Do you hear an animal? What is it? Is a bird chirp a loud sound or a soft sound? What about a dog's bark?**
- Keep a list of the sounds children describe.
- Once inside again, talk about the sounds that were heard. List each on chart paper in a two-column chart as a loud sound or soft sound. Draw a simple sketch or attach a picture to represent the sound. Your chart might look like this:

Loud Sounds	Soft Sounds
truck 	bird 
dog 	wind 
police siren 	mouse 

- Invite children to re-create the sound of each item on the chart.

Sounds All Around Me (continued)

- Sing the following song to the tune of "Did You Ever See a Lassie?" Use the following sound words or those from your chart.

Have you ever heard a truck honk, a truck honk, a truck honk?

*Have you ever heard a trunk honk? It goes just like this: **Honk! Honk!***

Have you ever heard a dog bark, a dog bark, a dog bark?

*Have you ever heard a dog bark? It goes just like this: **Arf! Arf!***

Have you ever heard a siren, a siren, a siren?

*Have you ever heard a siren, it goes just like this: **Rrrr! Rrrr!***

Have you ever heard a bird sing, a bird sing, a bird sing?

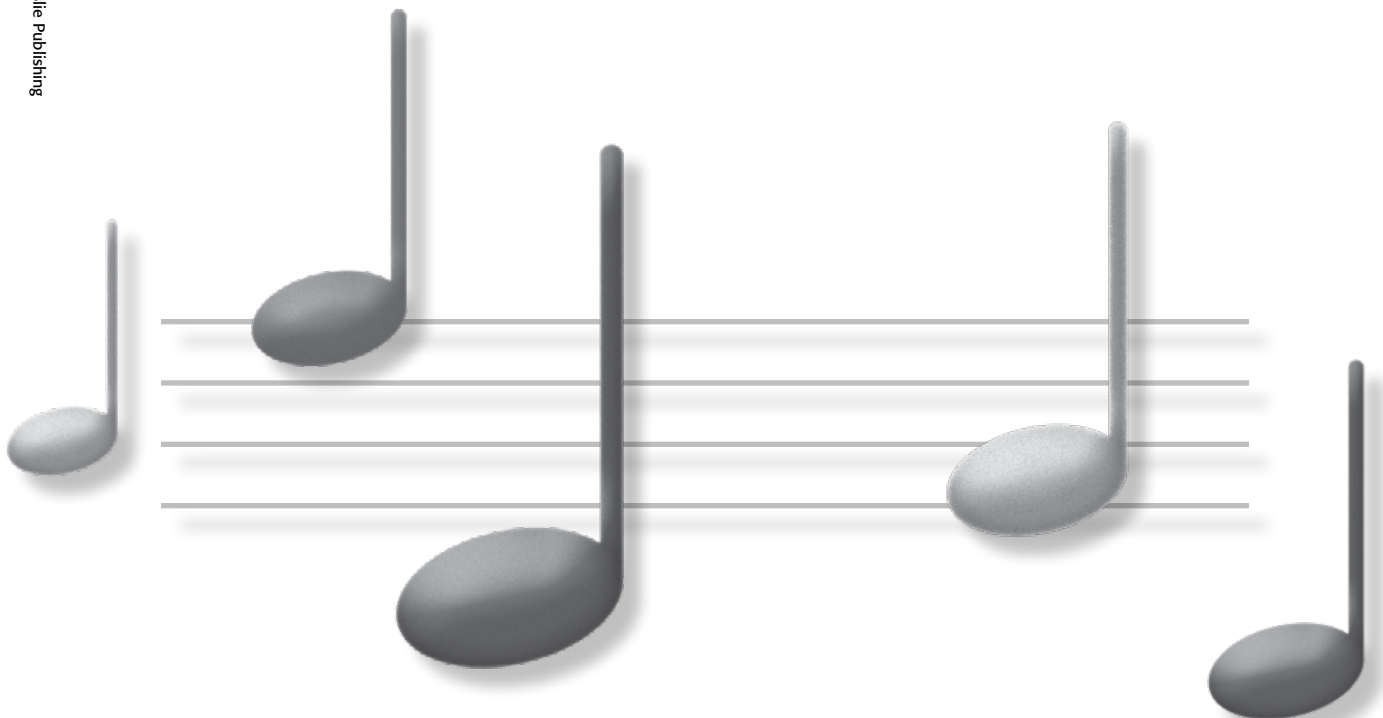
*Have you ever heard a bird sing? It goes just like this: **Chirp! Chirp!***

Have you ever heard the wind blow, the wind blow, the wind blow?

*Have you ever heard the wind blow? It goes just like this: **Whoosh! Whoosh!***

Have you ever heard leaves rustle, leaves rustle, leaves rustle?

*Have you ever heard leaves rustle? They go just like this: **Shh! Shh!***



Take a Closer Look

Objectives

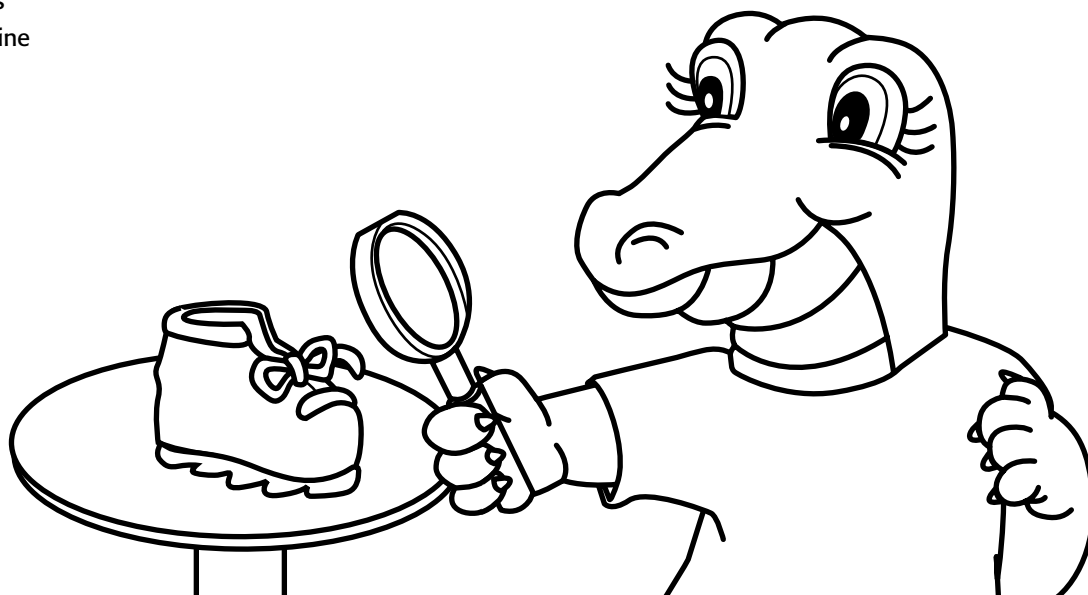
- Use tools safely and appropriately.
- Discuss and draw.

Materials

- magnifying glasses
- pieces of thick plastic
- glasses frames with lenses removed
- unbreakable hand mirrors
- variety of objects to examine (feathers, shells, leaves, rocks, flowers, fabric, etc.)
- drawing paper
- crayons or markers

Introduce the sense of sight by asking children to describe things they see around the classroom. Tell children that Great Auntie Lu uses her eyes to discover beautiful things to paint. Then she paints pictures for all the InvestiGators to see. Point out how children can use their eyes to sense how things look. Say: **Today you will use your eyes to investigate things around you. Let's get started!**

- Explain that there is a special kind of glass that helps people to see up close. Have children use magnifying glasses to examine various objects closely. Encourage them to talk about what they see using the lens. Children can draw pictures of what they discover.



Have children close their eyes. Ask: **What do you see?** Explain that people who have lost their sight and cannot see are said to be blind. To them, the world looks dark, just like it appears when you have your eyes closed.

- Give each child a piece of thick plastic to look through. Ask: **How do things in the room look to you now?** Objects should look blurry.
- Introduce the concept of being visually impaired by explaining that for some people what they see is very blurry. These people go to the eye doctor who tests their eyes and makes glasses for them to wear so they can see clearly.
- Provide a pair of glasses with the lenses removed. Allow each child to try on the glasses and look in a mirror to see how he or she would look if he or she were wearing glasses. If any of the children wear glasses or have a visual impairment, encourage them to share with the class.
- Ask children to describe the differences between what they usually see and what is seen when they look through the plastic or when they close their eyes.

My Five Senses

Tell children that Manny Salamander often raps and rhymes about things he knows. Then say: **You have been learning about your five senses. We have done a lot of investigating together. Now Manny is going to teach us a rhyme to remember what they are.**

- Teach the following finger rhyme. Point to each body part as you name the sense.

Here are my eyes I use to see

A friend, my pet, the leaves on a tree.

Here are my ears I use to hear

Sounds far away and sounds that are near.

Here is my nose I use to smell.

When Mom bakes cookies, I know that smell well!

Here are my hands I use to touch.

My fingers are busy. I use them so much.

Here is my mouth I use to taste sweet,

Bitter, sour, or salty each time I eat.

- One at a time, hold up **Vocabulary Cards 9–12**. Ask children to name something they see, hear, taste, and smell as appropriate with each card. Allow time for each child to contribute a response.

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Dance to the Music

Remind children that Rosalita Sausalita is a dancer. She loves to dance slowly and quickly to all kinds of music. She often dances in the theater in City Square. Say: **Each one of you is special. One special thing you can do is move to music. So let's dance!**

- Let each child select three different colors of streamers. Tape them together so children can use them to enhance their dance movements.
- Have children stand in a circle to begin. Encourage children who have trouble standing to perform movements they are able to do.
- Play music so children can move about and create their own dance movements. Include music of varying tempos for them to experience.

Objectives

- Know the five senses.
- Demonstrate awareness of concepts of print.

Materials

- **Vocabulary Cards 9–12**

Objective

- Move and dance to music.

Materials

- variety of colors of crepe-paper streamers
- digital recorder or tablet

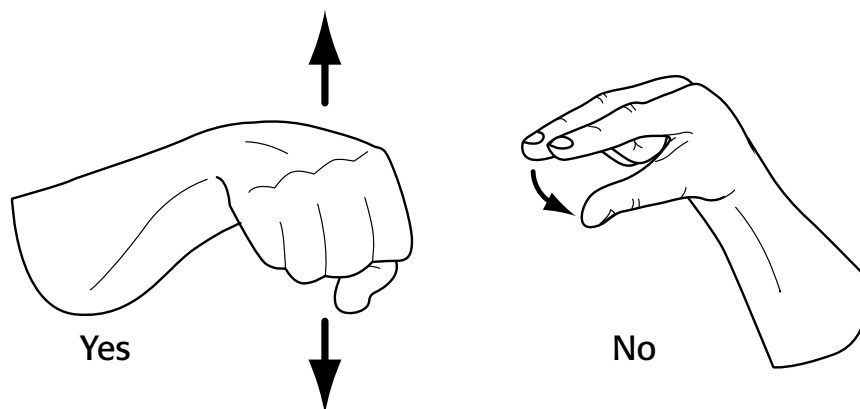
We Can Use Sign Language

Objectives

- Understand and use language to communicate.
- Know the five senses.

Tell children that the InvestiGators like to play charades. They take turns doing different movements without saying any words. The other characters guess what they are pretending to do. Ask: **Have you ever played charades? Tell me about it.**

- Talk with children about ways we can talk without using words. Explain that this is called *pantomime*. Pantomime an activity such as brushing your teeth. Have children guess what you are doing. Then invite children to pantomime actions for the others to guess.
- Explain that people with vocal or hearing impairments might talk with their hands. The way they move their hands tells what they want to say. This is called *sign language*.
- Teach children the sign for *yes*. Say: **Sometimes we nod our heads like this when we mean yes.** Demonstrate nodding. **We can make a fist with our hands and make it look like nodding.** Demonstrate and have children sign *yes*.



- Teach children the sign for *no*. Say: **To sign *no*, we make our thumb and two fingers meet like pinching.** Demonstrate and have children sign *no*.
- Ask questions about ideas children have learned during the Marvelous Me! Investigation. Have them respond *yes* or *no* using sign language:

Can you feel with your hands?

Can you jump with your nose?

Do you have three ears?

Do you have ten toes?

Can you bend your elbow?

Can you jump with two feet?

Can you see a friend?

Can you taste something sweet?

Part 2 Special Me!

Tell children: **Now that you have been investigating what makes your body special and how you use your five senses, it's time to discover what makes you special and different from others. We'll do lots of thinking, exploring, and creating together. If you are ready, let's start investigating!**

My Name

Beforehand, write each child's name in black marker on a four-by-eleven-inch (or larger) piece of tagboard. To help with name recognition, place a photo of each child on the card with his or her name. On the back side of the card, just write the name. As the year progresses, move from using the photo/name side to the name-only side for identification. Some children might need help with correct letter orientation. Provide this help by placing a small red dot in the upper right-hand corner of each card.

- Call each child by name to collect the name card and then be seated in a circle. Explain: **Everyone's name is special. Your name tells who you are. Sometimes we go by different names. Dilly Gator's real name is Cordelia Gator, but everyone calls her Dilly. Some of you might have special nicknames too.** Have children look at the name on their card. Say: **Your name is made of letters.** Ask children to touch each letter in their names. Point out that some names have a few letters and others have many. Invite each child to stand, hold up his or her name card, and say his or her name aloud.
- Pattern an oral language activity after the book *Brown Bear, Brown Bear, What Do You See?* Begin by naming a child and asking the child to respond by naming the child seated next to him or her.

(Magda), (Magda), who do you see?

I see (Darrell) looking back at me.

- Continue around the circle until all the children have been named.

Objectives

- Trace and write letters.
- Identify own name and names of some friends.

Materials

- tagboard
- black marker
- tracing paper
- modeling clay, chenille sticks, buttons, dried beans (optional)
- letter cards
- crayons or pencils

My Name (continued)

The following activities offer practice in name recognition:

- Provide letter cards for children to build their names using the name card as a model.
- Have children use modeling clay, chenille sticks, buttons, or dried beans to form the first letter in their names.
- Print a child's name as he or she watches. Make a slow demonstration for each letter. Help children use a finger to trace over your printed example. Then cut sheets of tracing paper the same size as the name card, place them on top of the name, and staple on one side. Children can see their name in black under the tracing paper. Have them practice tracing the letters. Make these tracing tags accessible for children to practice on a regular basis. Additional tracing paper can be added as needed.
- Display the names and see how many children can recognize them.

My name is
Rosalita
Sausalita!



My Own Bag

Explain: Dilly Gator often carries around a backpack filled with special things she likes to use. Inside you might find Dilly's notebook and pencil or her magnifying glass. Today you are going to decorate a bag to fill with things from home that are special to you. Then everyone will have a turn to bring the bag back to school and share what is inside.

- Provide each child with a paper bag with handles. Provide children's name cards for models as children label the bags with their names. Offer help to children who ask. Suggest that children decorate the bags any way they like.
- Send home the bags along with a note explaining the activity. Children can put anything inside that is special to them—a toy, an article of clothing, a photograph, a book, a movie, and so on. Include in the note a schedule of when each child is to bring the bag to school for sharing. Remind each child the day before.
- As sharing begins, explain: **When you share things that are special to you, we can discover a lot about you and what you like. What special things did you bring to share with us today?**
- Encourage children to describe each item and tell how it is used and why they like it so much.

Objectives

- Develop and express an awareness of self.
- Make independent choices.

Materials

- paper bags with handles (1 per child)
- name cards
- crayons or markers
- art scraps, stickers (optional)
- glue



Me and My Shadow

Objectives

- Observe and describe.
- Participate in an investigation, think about it, and discuss what happened.
- Use the concepts of light, shadows, sun, moon, stars.

Materials

- bright light source
- white butcher paper
- crayons or markers
- construction paper
- scissors
- drinking straws
- tape

Explain: **One thing that is special about you is that you have your very own shadow. All the InvestiGators look forward to sunny days when they can make their shadows move in different ways. They like to chase each other's shadows too.**

- Demonstrate playing with shadows using your hands and a bright light. Show how each time you change your hand position, your shadow does the same. Invite children to move their hands in the light so the shadows show on a wall.
- Children can investigate what happens when they move closer or farther from the wall. Ask: **What do you see? How does your shadow change?**
- Tape white butcher paper to the wall. Have children trace each other's hand shadows. Then have children hold their hands at different distances from the paper. Ask: **How can you make your shadow smaller? bigger?**

Try these additional shadow activities:

- Children can help cut shapes from construction paper and tape them to drinking straws to make shadow puppets. Have them investigate what happens when they move a puppet in front of the light.
- Play "Shadow Tag" outdoors on a sunny day. Have children pair up and find a good space where they will play. One child is the "walker" and the other child is the "tagger." On a *go* signal, the tagger tries to tag the walker by stepping on his or her shadow. Children then switch roles and play again. Stress the importance of honesty and fairness while playing so the game remains fun for everyone.

Mirror, Mirror

Tell children that Rosalita Sausalita uses a mirror when she practices her dance steps. She can see herself dancing. This helps her to know how she is moving. Provide hand mirrors. Have children look in the mirrors to observe themselves as they examine their features, make faces, and change expressions to show happy, sad, excited, and mad. Explain:

When you look in a mirror, you see a copy of yourself. This is called a reflection. Invite children to talk with a partner, telling what they see in their reflection.

- Hold up one mirror and turn your back to a second mirror. Show children how to position their mirrors so they can also see the one behind them. Ask what they see now.
- Children can walk around the classroom to investigate other reflective surfaces, checking windows, doors, tables, walls, and shiny things. Have them identify which surfaces are reflective and which are not. Ask: **How are these reflections different from the one in the mirror?**
- Challenge children to draw self-portraits using their reflection as a model.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Create artworks.

Materials

- unbreakable hand mirrors
- drawing paper
- crayons or markers



I Can Do It!

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Tell children that we are all good at doing something. Dilly Gator is a good reader, and JT Gator is good at playing the harmonica. Chuck Wood is great at building things while Rosalita Sausalita is a computer whiz. Then there is Manny Salamander who is a super soccer player while Bruno Buzzbee is terrific at finding information on the Buzz Network. Of course, Great Auntie Lu is perfect at giving good advice! Discuss with children things they can do, including routines such as washing hands, brushing teeth, and picking out clothes; physical activities such as running, jumping, hopping, and playing games; and caring activities such as being a good friend, helping, loving, and taking care of a pet.

- Ask: **What are some things you can do now but could not do when you were a baby? What are some things you want to learn to do when you get older?**
- Invite children to choose an activity they do well and act it out for the others to guess. After pantomiming, the child can ask: *What do I do well?* Once the activity is identified, ask the others to raise their hands if they do the activity well too. Caution children to listen and watch carefully so when it is their turn they will not repeat an activity someone already chose.

Objective

- Demonstrate confidence in ability and pride in accomplishments.

Fingerprint Critters



Objectives

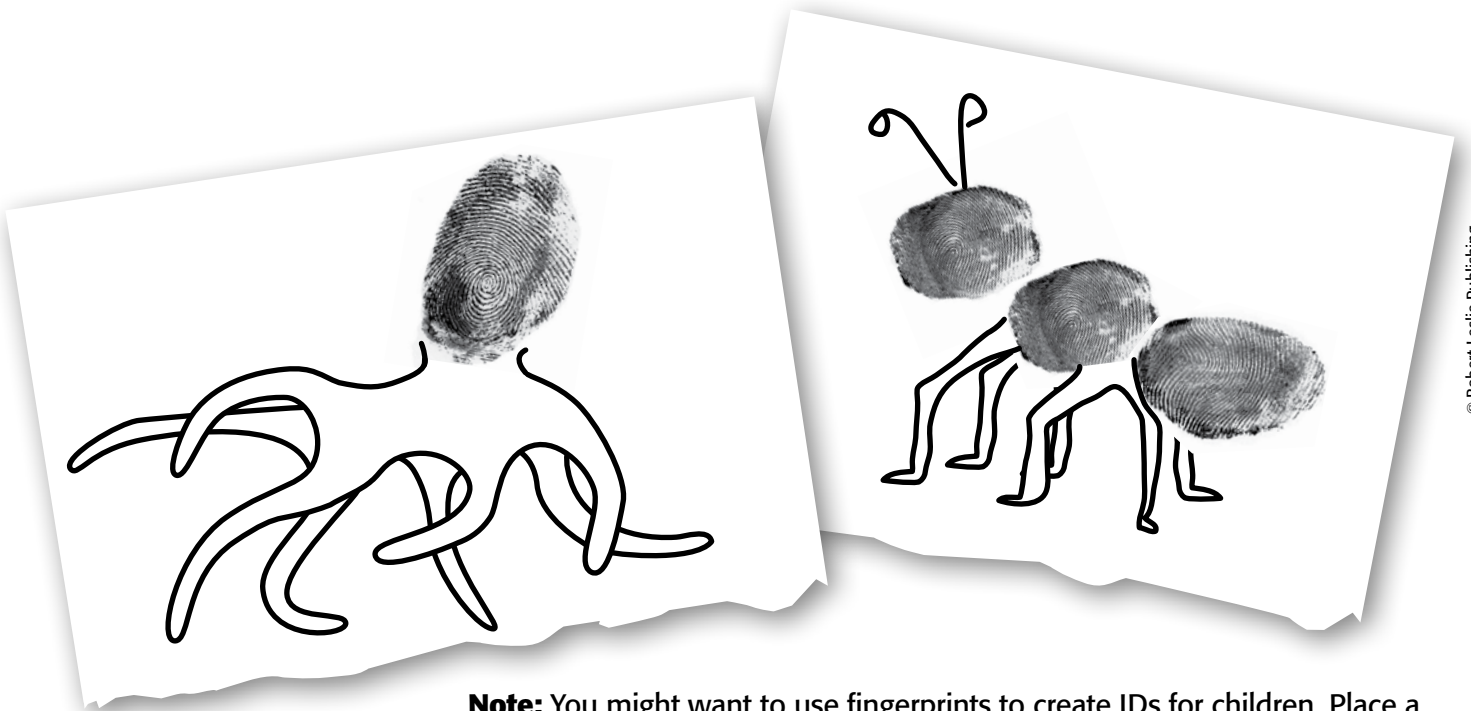
- Observe and describe.
- Create artworks.
- Develop and express an awareness of self.

Materials

- stamp pads
- white art paper
- magnifying glass
- fine-tip markers

Remind children: **We have been learning how there are things about us that make us special and not like anyone else. Who can name some of these things?** Invite children to name things that make them one of a kind. Then tell them there is something else about them that nobody else has—their fingerprints! Explain: **No two people's fingerprints are exactly the same. The prints made by each of your fingers are different too!**

- Provide stamp pads and white paper for children to make their fingerprints. They can then use a magnifying glass to examine them closely. Have partners share their prints with one another to see the differences.
- Show children how to turn their fingerprints into little critters by adding details with a fine-tip marker. The prints can easily become a sun or the bodies for a cat, dog, fish, rabbit, octopus, or butterfly. Show children how to stamp two prints for the body of a spider and add eight legs or three prints for an ant with six legs. Several little prints in a row become a caterpillar.



Note: You might want to use fingerprints to create IDs for children. Place a photo of each child on an index card. Write the child's name and have him or her make a fingerprint on the card. Add pertinent information such as home address, telephone number, name of parent or guardian, and name of school.

Happy Birthday!

Use a birthday focus to teach children about sharing. Begin by singing together the “Happy Birthday” song. In place of someone’s name, sing *us*. Remind children: **Birthdays are special days when we celebrate the day we were born. Everyone has a birthday!** Tell children that when one of the InvestiGators has a birthday, they all celebrate with a little party. Encourage children to share a memorable birthday they have had. Talk about special traditions like singing, having a birthday cake, blowing out candles, wearing party hats, and receiving gifts. Say: **The activities we will do today are all about birthdays.**

- Share a birthday-themed story with children. Some suggestions are *A Chair for My Mother* by Vera B. Williams, *Happy Birthday, Moon* by Frank Asch, or *Happy Birthday to You!* by Dr. Seuss.
- During group time, invite three children to come forward. Display three colored rectangles and tell children to pretend they are birthday gifts. Tell children that each child will get the same number of gifts. Ask: **How many children do you see? How many gifts do you see? How many gifts do you think each child will get?** Encourage children to guess. Then show how they can check by giving each child a gift one at a time until they are gone. Have a child distribute the gifts. Repeat the procedure with a different set of children using six and then nine gifts.
- Have children work in groups of three. Give each child modeling clay to form a small cake. Provide each group with 12 birthday candles. Tell children to figure out how to share the candles so each cake has the same amount. After the candles have been inserted, help each of the children count the candles in their cake to verify. Observe as children work together.

Objectives

- Contribute personal experiences and prior knowledge during storybook reading.
- Listen to storybook reading or tapes.
- Use one-to-one correspondence in counting objects.
- Use numbers and counting to solve problems and determine quantity.

Materials

- several rectangles cut from colored construction paper
- modeling clay
- birthday candles

All Sorts of Clothing

Objectives

- Use one-to-one correspondence in counting objects.
- Compare numbers of objects using appropriate terms.
- Identify similarities among people like himself/herself and classmates and people from other communities.

Materials

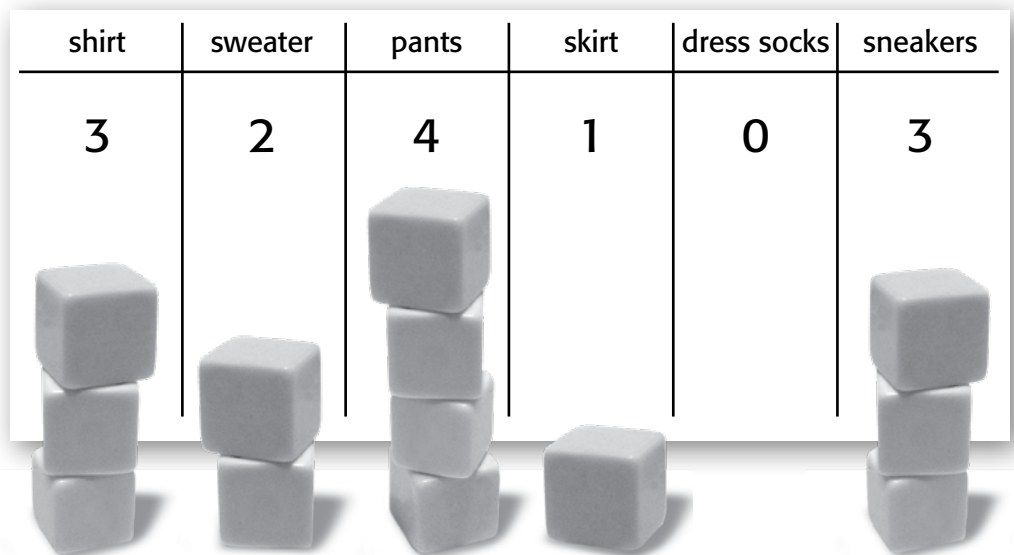
- chart paper
- marker
- tape
- small blocks

ELL

Name each article of clothing a child is wearing as you point to it. Then repeat the names in random order and have the child point to the matching article.

Engage children in an activity that helps them recognize different kinds of clothing while learning basic math concepts. Say: **If you were visiting Dilly's World, you would notice the clothes the characters wear. Dilly Gator loves her sandals while Rosalita Sausalita wears special shoes for dancing. And did you notice that Bruno Buzzbee wears four sneakers? JT Gator has many different T-shirts from places around the world. What kind of clothes do you think Chuck Wood will wear?** (shorts, shirt, a superhero cape, his special belt with tools in it) **Now let's talk about the clothing you wore to school today to find out how many of you have worn the same thing.**

- Ask children to name different kinds of clothing they are wearing. Use their words to create a chart. Form columns on the chart, and head each column with a clothing word. Tape the chart to a wall or against a cupboard so blocks can be stacked in front of it.
- Point to each word on the chart. Read the word and ask: **Who wore a shirt today?** Have these children stand to form a group. Say: **Help me count the number.** Count aloud with children. Then ask each member of this group to collect a block to stack in front of the chart under the word *shirt*. Write the numeral on the chart. Continue with the next article of clothing.
- Your chart might look something like this:



- When the graph has been completed, ask questions: **Which stack is the tallest? Which types of clothing are worn by the most children? Which is the shortest? Which stacks are the same?**
- Make the chart and blocks accessible in the Math Center for children to count and restack on their own.

Is It Me?

Say: **Once Manny Salamander used a tablet to record himself rapping and rhyming. He played the recording to hear how he sounded. Today while you are busy with different classroom activities, each of you will take a turn recording your voice on our classroom tablet.** Make available a hand mirror and a digital recorder. Take children aside for a few moments to look in the mirror and talk about themselves without using names. Record what children say.

- After all children have had an opportunity to record their voices, play the recording during group time. Begin by talking about how special each person's voice is. Say: **As we get to know family and friends more and more, we can tell who someone is just by hearing his or her voice.**
- Play the recording, pausing after each child speaks to ask: **Who is speaking? How can you tell?** After children make guesses, have the speaker reveal himself or herself.

Objectives

- Tell a simple personal narrative.
- Develop and express an awareness of self.

Materials

- unbreakable hand mirror
- tablet or other digital recorder



Part 3 Healthy Me!

Tell children: **Now that you have been investigating all the things that make you special, it's time to discover ways you can take care of your body so you will grow strong and stay healthy and happy. We'll do lots of thinking and exploring and practice health and safety tips. Are you ready to investigate?**

I Can Take Care of Myself

Objectives

- Understand and follow directions.
- Follow rules of hygiene, nutrition, and personal care.

Materials

- health props (toothbrush and toothpaste, bar of soap, comb and brush, shampoo bottle, plastic glass, example of a healthful snack)

Tell children that Dilly Gator and the other InvestiGators know how to take care of themselves. They eat healthful foods, exercise, and always remember to wash their hands and brush their teeth. Say: **Let's talk about ways we take care of ourselves by practicing healthy habits.**

- Display props that suggest healthy habits. Say: **We can use these props to remember to practice healthy habits. What do you do to stay healthy?**
- Distribute the props for children to hold. Say: **Manny Salamander raps and rhymes about healthy habits to remind the others. Today Manny will teach you a rap.** Share the following action rhyme. As each healthy habit is named, have the child who is holding the corresponding prop lead the others to pantomime the action that shows how the prop is used. (Note: Tell children not to actually put the toothbrush in their mouths, put the comb or brush in their hair, or eat the snack.)

I brush my teeth up and down, (Pantomime brushing teeth.)

Then I brush them round and round.

I brush morning, noon, and night

To keep them clean and keep them white.

I wet my hands and add the soap, (Pantomime washing hands.)

Then scrub, scrub, scrub the dirt away.

When I rinse, the germs are gone. (Pantomime rinsing hands.)

They never have a chance to stay. (Shake head "no.")

I Can Take Care of Myself (continued)

I wash my hair till it's shiny and bright. (Pantomime washing hair.)

I comb and brush every day and night. (Pantomime combing/brushing.)

I drink water, milk, and juice too. (Pantomime drinking.)

I eat a snack that's good for you. (Pantomime eating.)

- Tell children: **I will ask some of you to pretend to do some of the healthy habits we have been talking about today. Listen carefully and then act out what I say.** Call on a child and provide a two-step direction. Tell the child not to act until you are finished speaking.

Wash your face. Then comb your hair.

Wash your apple. Then eat it.

Put water in a glass. Then drink it.

Run in place. Then take a drink.

Continue with three-step directions:

Wet your hands, add soap, and scrub.

Wash your face, brush your teeth, and comb your hair.

Pour a glass of juice, drink the juice, and wash the glass.

Invite children to take a turn giving another child two actions to do.



J Is for Jump

Objectives

- Participate in games, outdoor play, and exercise.
- Understand the need for exercise and rest.

Materials

- floor mats
- masking tape
- hoops
- pictures of a frog, kangaroo, grasshopper
- sturdy platform or surface
- long rope
- crepe-paper streamers
- “candlestick” props

Note: These activities are adapted from movement specialists for the American Heart Association’s “Jump Rope for Heart” program for younger children.

Encourage children to exercise to build strong bodies and healthy hearts. Say: **The members of the InvestiGator Club like to find different ways to practice their jumping. Rosalita Sausalita and JT Gator like to jump over puddles. Chuck Wood likes to jump down from one place to another like a superhero. Once Dilly Gator and Manny Salamander used a pogo stick to do some jumping. Today, you are going to practice your jumping skills!**

Beforehand, plan to set up different jumping stations around the classroom. Keep in mind the following safety issues as you plan:

- There must be enough space to do the activities safely.
- Provide soft floor mats in case of falls.
- Use adult spotters for higher jumps.

Use the following stations:

Jump Over Mark varying widths for children to jump over to see how far they can jump. You might place two tape strips to mark the area or have children jump over small mats.

Jump Like... Display pictures of a frog, a kangaroo, and a grasshopper. Ask children to jump like each animal.

Jump Down Place a hoop at the base of a sturdy platform. Have children jump down and land on both feet inside the hoop.

Jump High Have two adults hold a rope that is slightly raised from the floor. Place a mat under the jumping area. Have children jump over the rope and land on two feet. The height of the rope can be increased.

Jump Up Ask children to see how high they can jump. Hang crepe-paper streamers from the ceiling, and challenge children to touch them as they jump up.

Jump Like Jack Have children jump over a series of “candlesticks” without knocking them over as you recite the nursery rhyme: *Jack be nimble. Jack be quick. Jack jump over the candlestick.* Replace the name Jack with the child’s name each time.

Jump Hoops Place a series of smaller hoops to form a path. Place mats under each jumping area. Have children jump from one hoop to the next.

Encourage children to try all of the jumping stations and then choose a favorite one to visit again. Set aside a special day for a jump-a-thon. Invite family members to come, participate, and provide motivation and positive reinforcement.

Build a Snack

Say: **Today we are going to talk about snacks that are good for us to eat. When Dilly Gator and the other InvestiGators meet in the clubhouse in Circle Forest, they like to eat a healthful snack. Sometimes Dilly brings fruit. Bruno Buzzbee's favorite snack is a peanut butter and honey sandwich. What are some snacks you like to eat?** Encourage children to name snacks they eat and discuss which are more healthful than others.

- Have children work with a partner to prepare a healthful snack. Provide children with two paper plates, plastic knives, and the ingredients to prepare a snack such as crackers with cheese spread or celery sticks filled with soft cheese and topped with raisins. Provide enough ingredients for each child to have two or three snacks.
- After children wash and dry their hands, have them first prepare the snack by spreading or filling. Then have them figure out how many snacks each child will get by sharing them equally. Observe children as they work.
- While children are enjoying their snacks, ask: **What did you do to make your snack? How did you figure out how many snacks each person gets?**
- After snack time, engage children in a game. You will need to prepare sets of picture cards that show the parts of a sandwich. Four cards will be needed for one sandwich: two bread slices and one dab each of peanut butter and jelly.
- Show children what each card looks like as you talk about making a sandwich for a snack. Ask: **How do you make a peanut butter and jelly sandwich? What do you do first? What do you do next?** Make certain children understand that they will need two slices of bread and a dab each of peanut butter and jelly to make one sandwich during the game.
- Invite children to stand, and randomly pass out the cards. Give a *go* signal, and have children quickly group themselves to build their sandwiches. After checking their cards, collect them and repeat.

Objectives

- Plan and carry out a sequence of actions.
- Use numbers and counting to solve problems and determine quantity.
- Recognize and select healthy foods.
- Prepare healthy snacks.

Materials

- paper plates (1 per child)
- ingredients for two or three snacks (see suggestions)
- plastic knives (1 per pair)
- index cards (for game cards)



No More Germs!

Objectives

- Ask and answer questions.
- Follow basic health and safety rules.
- Follow rules of hygiene, nutrition, and personal care.

Materials

- liquid or foam soap
- paper towels
- cooking oil or petroleum jelly
- cinnamon

Tell children: **Since Dilly Gator and her friends do a lot of investigating by touching things with their hands, they are very careful to wash them often with soap and water to get rid of any dirt or germs.**

- Begin the activity by telling children they need to start out with clean hands. Have each child use liquid or foam soap to thoroughly wash, rinse, and dry their hands.
- Explain: **You can pick up dirt and germs on your hands very easily. You don't know they are on your hands because you can't see germs and you might think your hands are clean.**
- Explain that you will do a germ investigation together. Spread cooking oil or petroleum jelly on the hands of half the children. Then sprinkle on ground cinnamon. It will stick to their hands. Tell children: **We will pretend that the specks of cinnamon are germs.**
- Then ask these children to shake hands with a partner who has clean hands. Ask: **What happened to your partner's clean hands? Did the "germs" spread to your partner's hands?**
- Explain that this is what happens every day. We can pass our germs to someone else. Ask: **What can we do to get rid of these germs?** Stress the importance of thoroughly washing hands often and keeping hands away from the face, mouth, ears, and eyes.
- Invite all the children to rewash their hands. How long is long enough? Tell children to sing the ABCs twice, or time them for a full 20 seconds. Then they can rinse and thoroughly dry their hands.



Movin' and Groovin'

Tell children: **Rosalita Sausalita isn't the only one who likes to dance. All the InvestiGators like to join in the action when they hear music playing. Let's dance like the InvestiGators.**

- Play upbeat music, and have children follow directions for moving:
wiggle and giggle *hop on one foot*
jog in place *do the twist*
boogie down and jump up *shake your body low and high*
- Change the music to a slower tempo, and change the directions to:
reach high and then low *sway back and forth*
stretch high and slowly turn *bend low and move your arms*
float like a cloud *fly like a butterfly*
move like a soft breeze *tiptoe with arms above your head*
- Invite children to create their own name dance. Introduce the activity using the following chant:
Let's do the name dance. Everyone will have a chance.
Move anyway you want, and we will do it too.
This special dance will be named for you!
- Play music. Tell children: **The first dance will be named after me.** Start doing your movements, and have children follow. Say: **Everyone do the (Miss Amanda)!**
- Invite each child to lead the others with any movement he or she wants. Say each time: **Everyone do the (Eli)!**

Objectives

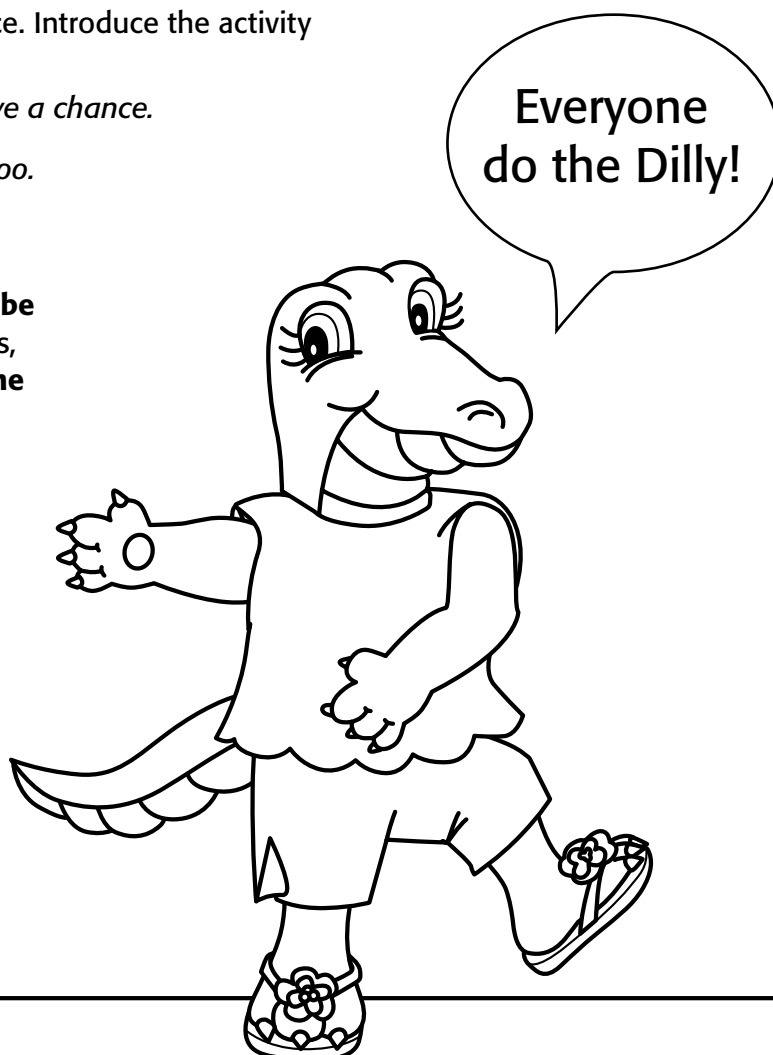
- Move in time to beat and rhythm.
- Experiment with music concepts, volume, tempo, and sound.

Materials

- music with varying tempos

ELL

An English-speaking partner can lead a learner of English in doing each movement.



Emergency!

Objectives

- Participate in dramatic play activities.
- Follow basic health and safety rules.

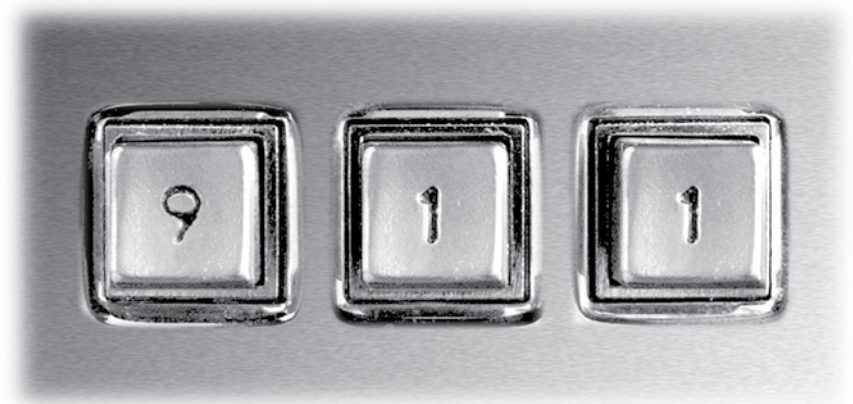
Materials

- poster board
- markers
- toy telephone

Note: If some children seem alarmed by activities that focus on emergencies, address their feelings as they occur. You might want to invite a firefighter, medical professional, or police officer to visit children to set their minds at ease about getting help during emergency situations.

Beforehand, draw a large telephone with a number touch pad. Highlight the numerals 1 and 9. Display the poster and gather children. Say: **Bruno Buzzbee is always there when one of the other InvestiGators needs help. Bruno is quick to know what to do in an emergency.** Explain to children that an *emergency* is when someone is in trouble and quickly needs the help of others. Stress that there are different kinds of emergencies, such as a person having an accident and getting hurt at home or in the car or someone who feels very sick. A fire, tornado, earthquake, and flood are emergencies too.

- Show the poster board with the telephone. Tell children if they are home and there is an emergency, they can dial 911 to call for help if older family members cannot do it. Invite each child to come forward to touch the 9, the 1, and the 1 a second time. Explain that a person will answer the call and ask them what the emergency is. They will need to be able to tell the person where they live, so it is important to learn their home address.
- Have children pretend there is a fire in their home while they are asleep. Have them role-play what they can do to protect themselves.
- First, make a beeping noise to represent the smoke detector to awaken the children. Then, have them role-play crawling on the floor to the door to feel if it is hot or cool before opening it.
- Practice stop, drop, and roll. Ask a child to dial 911 on a toy telephone. Remind children to use 911 only in emergencies.
- If your school is in an area that is prone to tornados or earthquakes, role-play these situations on another day. Have children practice staying away from windows, glass doors, and shelves. Have them practice getting under a sturdy table, into a protected hallway, or wherever your school designates. Model how to sit while covering the back of your head and neck with your hands.



Fun with First Aid

Beforehand, use a vegetable peeler to put a scratch or a nick in the skin of each potato (and yam, carrot, or turnip if you want to use a variety of vegetables). Make some scratches much larger than others. Give some potatoes two scratches. Distribute the vegetables.

- Explain: **The potato has a skin just like you and I do. Just like our skin covers our body and protects it, the skin on the potato covers and protects what is inside.**
- Have children examine their potatoes. Ask: **Do you see a scratch or a nick in the skin? This scratch is just like one you might get if you fall and scratch your knee or your arm.** Explain that children will be caregivers for their potatoes and take care of them while learning about first aid.
- Display and name first aid supplies: *gauze, tape, bandages, and cotton balls*. Ask if any children happen to be wearing a bandage that day and why. Demonstrate using the supplies on an injured potato of your own. Role-play how you use a cotton ball to clean the wound and then apply a dressing. If the wound is very large and deep, it might require gauze and tape. Otherwise, a bandage will do.
- Ask each child to repeat the steps he or she just did by naming them. To help children remember the steps, use the **Manny Puppet** to sing the rap below:

I fell down and scratched my knee.

It hurt a little bit.

Mommy cleaned the scratch for me

And put a bandage on it.

- Tell children to take their injured potatoes home and explain to family members how they gave first aid today.

Objectives

- Use materials in dramatic play situations.
- Know role of health care provider.

Materials

- first aid supplies (bandages, gauze, tape, cotton balls)
- potato (yam, carrot, turnip) (1 per child)
- vegetable peeler
- **Manny Salamander Puppet**



Musical Hoop-Dee-Doo

Objectives

- Understand and follow directions.
- Move and dance to music.
- Cooperate with others in an activity.

Materials

- music with a fast tempo
- hula hoops

Tell children: **Rosalita Sausalita likes to teach the other InvestiGators new dance steps. She tells them that dancing is a great way to exercise and have fun while doing it!** Invite children to see what kind of creative dance moves they can make.

Before the dancing begins, strategically place some hula hoops in the dance area. Tell children that as the music plays, they are to dance around the hoops. But as soon as the music stops, they are to stand inside a hoop. Explain: **There are more children than hoops, so you will have to share space inside a hoop.**

- Start the music. After a few minutes, stop the music. Encourage children to help one another find a hoop to stand inside.
- When you start the music again, remove one of the hoops. Repeat the former step. Remind children to cooperate by helping one another fit inside each hoop.
- Repeat until there are only a few hoops left. This time when the music stops, suggest that children place one foot, one arm, or one elbow inside the hoop.



Yummy or Just OK?

You might want to prepare to tell the story of *The Gingerbread Man* by gathering storytelling props. If so, you will need pictures of a gingerbread man, elderly man, elderly woman, pig, cow, horse, and fox. Back each picture with a piece of felt. Then place the pictures in a lunch box. Pull them out one at a time to be placed on a flannel board as the story is told.

Tell children: **Great Auntie Lu is a fabulous storyteller. Everyone on Triangle Beach knows her. They all stop to listen when she begins one of her tales. *The Gingerbread Man* is a story she told Dilly and JT Gator not too long ago. Listen.**

- Read your favorite version of *The Gingerbread Man*. If you are using storytelling props, display the pictures of characters as you read or tell the story.
- After reading the story, ask: **How do you think the little old man and woman felt when the gingerbread man ran away? Why did they want to catch him? Why did the pig, cow, and horse want to catch him? Why did the fox offer to help the gingerbread man cross the river?**
- Invite children to use the storytelling props to retell the story.
- Remind children that the animals in the story were all anxious to catch the gingerbread man because they wanted to eat him. They all thought he would taste yummy. Provide gingerbread man cookies for children to taste. Record the results on chart paper by having children place an X in the column labeled *Yummy* or *Just OK*.
- Talk about other foods children have tasted. As each food is named, ask: **Who has tasted this food? Who thinks (peanut butter) is yummy? Who thinks (tuna salad) is just OK?** Invite children to respond by a show of hands.

Objectives

- Listen to and discuss books and poetry.
- Retell and dictate stories.
- Sort objects according to one or two attributes.
- Use real and pictorial graphs.

Materials

- copy of *The Gingerbread Man*
- storytelling props, lunch box, flannel board or pocket chart (optional)
- gingerbread man cookies (1 per child)
- chart paper, marker

Part 4

My Family and Friends

Tell children: **During this Investigation, we will learn how special our family and friends are and how great it is to have one another. Let's start investigating!**

My Family Tree

Objectives

- Understand and use language to communicate.
- Create artworks.
- Use one-to-one correspondence in counting objects.
- Understand family needs, roles, and relationships.

Materials

- drawing paper
- small circular sponges (or stickers)
- red tempera paint
- paint trays
- crayons or markers
- recording device

ELL

Say the names of family members for children to repeat as you record their voices. Children can listen to the recording to practice saying the words again.

Note: Families come in all sizes and configurations. Be sensitive to and supportive of all children during this activity.

Tell children: **Some of the members of Dilly Gator's family tree include her mother, father, little brother JT, and Great Auntie Lu. Each one is very important to Dilly. The members of your family are special too!**

- Explain to children that they will make a family tree to show the members of their families. Demonstrate how the tree will be made by creating Dilly's family tree. Draw a tree and fill it in using a small round sponge and red tempera paint. (Using stickers is another option.)
- Display a copy of your drawing on an easel. Say: **Let's name the members of Dilly's family together: mother, father, Dilly, JT, and Great Auntie Lu. I will use the sponge to stamp one shape for each member.**
- Insert the sponge into the red paint and make a print in the branches (as if an apple on a tree) as children name each family member again. Then use a marker to write each family member's name. Say: **This is Dilly's family tree. Let's count her family members: one, two, three, four, five. Now who's ready to make their own family tree?**
- Give a sheet of drawing paper to each child. Provide round sponges and red paint (or stickers). If using paint, cover the entire work area.
- You might want to work with small groups of children or enlist the help of other adults to guide children as they name each family member they want to include. They also can add pets if they would like.
- After the family trees are made, engage the group in other activities while you interview one child at a time. Ask each child to show you his or her family tree. Record the interview for later use.
- Begin the interview with: **This is (Mari's) family tree. Count the members your family has. Can you name them for me?** Label the tree as the child dictates. Children can listen to the recording of their family tree interviews at a later time as they examine one another's family trees.

Baby Talk

Beforehand, post pictures of babies around the classroom. Near one of the pictures, hide a smart phone or tablet with a recording of a baby crying. Begin by asking: **Who has had a baby recently born in their family? Was the baby a boy or girl? What is the baby's name?** Explain that children will do some investigating about babies.

- Place a collection of six baby items on a tray. Show each item and have children explain its use. Ask: **What is something a baby wears? Which one is a toy for a baby? What is used to feed a baby? What will keep a baby warm?**
- Play a game with the items. Have children close their eyes while you remove and hide one of the items. When children open their eyes, ask what is missing. Talk about ways babies move, play, and communicate. Ask: **What are things you can do that babies cannot do?**
- Explain that one way babies communicate is by crying. Babies might cry to tell the people around them that they need something. Ask: **Why do you think a baby might cry?** While you have children's attention, ask an aide or parent volunteer to discretely turn on the recording of a baby crying. Have children listen and point out all the babies pictured in the room. Say: **Listen. One baby is crying. Who can find the crying baby?**
- Tell children that the members of the InvestiGator Club like to pretend. Invite children to explore what it's like to be a parent with a baby. Set up the Dramatic Play Center so children can act out caring for baby dolls by changing diapers, telling a story, putting them down for a nap, giving them a bath, and feeding, rocking, dressing, and singing to them.

Objectives

- Assume different roles in dramatic play situations.
- Develop a capacity for independent action and thought.
- Interact with adults effectively.

Materials

- variety of baby items or pictures of them (clothing, bib, pacifier, bottle, diaper, toys, spoon, blanket, etc.)
- tray
- pictures of babies
- recorded baby cries
- baby dolls and nursery items



How Do I Feel?

Objectives

- Develop and express an awareness of self.
- Express thoughts, feelings, and ideas using language and gestures.

Materials

- large box covered with paper
- magazine or simple line drawings showing six feelings: happy, sad, sleepy, mad, scared, surprised

Beforehand, cover a large box with paper. Attach a picture on each side that shows a range of feelings: happy, sad, sleepy, mad, scared, surprised.

- Introduce the pictures on the box by showing each one and identifying the feeling that is pictured. Tell children: **JT Gator taught the other members of the InvestiGator Club a song about feelings. Now it's your turn to learn the song! Are you ready to sing?**
- Sing the following song to the tune of the chorus of "Jingle Bells." As each feeling is named in the song, show the picture on the box.

Sing this song of feelings

You have every day.

Not everyone feels the same.

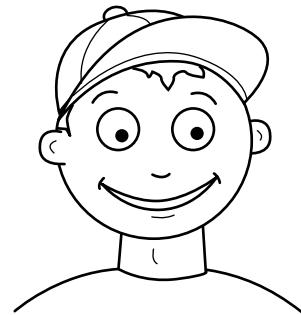
The way you feel's okay.

If you're happy, give a smile.

Frown if you are sad.

If you're sleepy, rest awhile.

Cool down if you're mad.



If you're scared, don't shiver and shake.

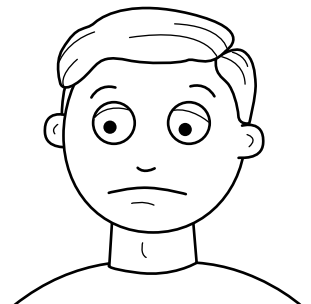
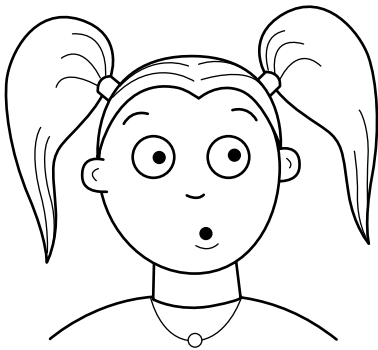
Find something else to do.

If you're surprised with a special treat,

Remember to say, "Thank you!"

(Repeat first verse.)

- Play a game with the feelings cube. Invite children to take turns tossing the box. Identify the feeling shown on the top panel. Have all children imitate the facial expression and name reasons why they might feel this way.



People Match-Up

Beforehand, create a matching game using photographs of people from two copies of the same magazine issue. Find identical pictures of people that represent different ages, including babies, girls, boys, adult females and males, and senior females and males. Mount each picture on construction paper.

Talk with children about the dynamics of a family and the people who might make up a family. Include babies, children, parents, grandparents, and others. Consider the various backgrounds of your children to include all types of families.

Show one set of photographs. As you show each photo, comment: **This shows an older woman. Could she be someone's grandmother? This shows a young boy. He might be a brother to someone.**

Tell children they are going to play a people matching game with the pictures. Mix both sets of photographs together. Give each child one photograph. At your signal, children are to walk around the room to find a photograph that looks exactly like theirs. When a match has been made, check the matches, asking whom the family member might be.

Objectives

- Match objects according to one or two attributes.
- Understand family needs, roles, and relationships.

Materials

- two copies of the same magazine issue that features photographs of people
- construction paper



All Around the Block

Objectives

- Participate in dramatic play activities.
- Take turns in activities and interact effectively.
- Identify personal characteristics of families.
- Understand concepts and language of geography in the classroom, home, community.

Materials

- construction-paper houses
- magazines for children to cut apart
- safety scissors
- tape
- variety of blocks

If possible, take children on a walk around the block where the school is located. Explain beforehand: **We are going to take a walk around the block to take a look at the neighborhood. “Around the block” means to go up and down the streets that surround an area. We will start and finish in the same place—our school!** As you walk, ask children to point out what they see in the neighborhood. If your school is not in an area conducive to doing this, begin by talking about the neighborhoods where children live.

Say: **Dilly Gator and her brother, JT, live on Triangle Beach. Their house is near the water. Great Auntie Lu has her art studio on Triangle Beach too. Rosalita Sausalita and Manny Salamander live in a different neighborhood. They both live in City Square.**



Beforehand, cut house shapes from construction paper and write each child's address on a shape. Tell children you will say each address. Have children stand when they hear theirs called. Invite each child to tell something about the place where he or she lives. Display all the houses. Discover how many children live in houses or apartments and how many live in the same neighborhood or town.

Invite small groups of children to work together to build mini neighborhoods. First have children create families by cutting and taping small magazine pictures of people onto blocks. Then have them use additional blocks to build homes for their families to create a neighborhood. Remind children to work cooperatively to create a neighborhood. Then provide plenty of time for children to role-play showing their block families doing daily activities.



H Is for Home

Remind children: **A home is a special place where someone lives. Dilly and JT Gator's home is a houseboat on Triangle Beach. Rosalita Sausalita and Manny Salamander live in Miss Lilly's Pads apartment building in City Square. Chuck Wood lives in Diggery Den and Bruno Buzzbee lives in a tree stump; both are in Circle Forest.**

- Say the word *home*. Ask children to repeat the word. Say: **The word *home* begins with the letter *Hh*.** Show the letter *Hh* on **Dilly's Alphabet Card Hh**. Trace each letter with your finger as you say the letter name and make the sound /h/. Have children repeat after you.
- Give each child a copy of the letter models for *Hh*. Demonstrate how the letter is formed as children use a finger to trace each letter. Then have them trace with crayon. Encourage children to try writing the letter. You also might want to provide modeling clay for children to form the letter *Hh*.

Objectives

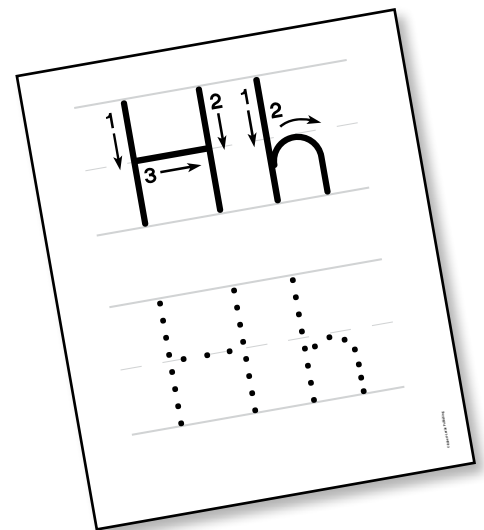
- Trace and write letters.
- Understand concepts and language of geography in the classroom, home, community.

Materials

- **Dilly's Alphabet Card Hh**
- letter models for *Hh* (1 per child)
- crayons and markers
- modeling clay (optional)

Teach the finger rhyme below about homes and neighborhoods.

<i>This is my house</i>	<i>(Place hands upright with</i>
<i>Where I sleep, live, and eat.</i>	<i>fingertips touching to form a roof.)</i>
<i>This is my friend's house,</i>	<i>(Repeat the gesture.)</i>
<i>Just down the street.</i>	<i>(Point away from you.)</i>
<i>On sunny days,</i>	<i>(Form a big circle with your arms.)</i>
<i>I open my door wide.</i>	<i>(Pantomime opening a door.)</i>
<i>I quickly run</i>	<i>(Pointer and middle finger running.)</i>
<i>to play outside.</i>	
<i>I look down the street.</i>	<i>(Shield eyes to look away.)</i>
<i>My friend's coming too!</i>	<i>(Wave.)</i>
<i>We run to meet each other</i>	<i>(Two fingers on each hand running</i>
	<i>to meet.)</i>
<i>And shout, "Happy to see you!"</i>	<i>(Throw hands up into the air and</i>
	<i>point to one another.)</i>



Friendship Game

Objectives

- Identify own name and names of some friends.
- Develop friendships with peers.

Materials

- large ball

Tell children: **Dilly Gator and Rosalita Sausalita are best friends. Dilly would say that Rosalita is a great dancer, a computer whiz, and a cool friend. Rosalita would say that Dilly is smart, funny, a good reader, and great at solving problems. When you say something nice about another person, you are giving a compliment. Let's practice saying each other's names. Later, we can practice saying nice things to each other.**

- Ask children to sit on the floor in a large circle. Explain that they will play a game using names and a ball. Each child will have a chance to roll the ball to someone across the circle and say his or her name.
- To demonstrate, roll the ball to a child seated across from you. Say: **Hi, (Mike)!** Then this child rolls the ball across to another child and says that child's name.
- Continue the process until each child has had a turn. As the year progresses, move from saying names to complimenting each other.

Share with Me

Objective

- Interact with peers by helping and sharing and through discussion.

Materials

- butcher paper
- crayons
- **Dilly's Music and Movement CD**

Say: **When Bruno Buzzbee bakes a honey cake, he always shares it with the rest of the InvestiGator Club. Chuck Wood shares his tools, and Great Auntie Lu shares her art supplies with anyone who wants to paint a picture.** Ask each child to name some things he or she shares with a sibling or friend. Say: **We share lots of things in our classroom, like space, art supplies, toys, and snacks.** Engage children in an activity that has them sharing crayons and space.

- Roll out a length of butcher paper. If your class is very large, you might want to use more than one length in different areas of the room or do the activity with small groups.
- Draw lines to mark off sections. Assign two children to each section, and have them sit across from one another on the floor. Place a variety of crayons in each section for children to share.
- As you play the CD, tell children to feel the music as they draw large shapes on the paper. Children can swap crayons at any time.
- Remind children: **You are sharing the space and sharing the crayons.** Observe children as they work together. Following the activity, ask: **What have you created by working together? How did sharing space and crayons work for you?**

Friendship Pops

Make fruity yogurt Friendship Pops.

1. Mix 1 cup of crushed strawberries with $\frac{1}{2}$ cup sugar.
2. Fold fruit mixture into 2 cups low-fat Greek yogurt.
3. Pour the mixture into small paper cups.
4. Put a popsicle stick in the center of each fruit pop.
5. Freeze.

Strawberries are only one fruit that can be used. You might want to try fresh blueberries or peaches next time. But how do you make the decision which type of fruit pop to make? Encourage children to decide. One way is to list the choices and have each child vote on his or her favorite. The fruit with the most votes wins.

Objectives

- Use standard measurements.
- Engage in voting as a method for group decision-making.

Materials

- fresh fruit, sugar, low-fat Greek yogurt
- measuring cups, spoons
- paper cups, popsicle sticks

Heavy and Light

Fill two identical cans with sand. Place a small amount of sand in one can and a large amount in the other. Have children lift the cans to compare. Say: **This can is heavy. This can is light.** Compare the weights of other objects in the room.

- Sing “One Elephant” together. As you sing, have one child pretend to be an elephant, swinging his trunk (clasped hands on outstretched arms) and walking with heavy steps. As each new verse is sung, have the first child choose another child to join him on the spider web.

*One elephant went out to play
Out on a spider’s web one day.
He had such enormous fun,
He called for another elephant to come.*

2. Two elephants ...

3. Three elephants ...

- Discuss the weight of the elephant and the spider. Which animal do children think is heavier? What do they think will happen to the spider web when the elephants climb on it? Why?
- Compare weights of children. Have pairs of children sit on a seesaw to feel their own weight. Watch as the seesaw adjusts to their different weights, lowering for the heavier child. Make a chart to show who is heavier and who is lighter in each pair.

Objectives

- Informally recognize weights of objects.
- Informally recognize and compare weights of people

Materials

- 2 identical cans with lids



Just for Threes

Book Suggestions



Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
1 A Pair of Socks , by Stuart J. Murphy	HarperTrophy, 1996	Does a polka-dotted sock match a striped sock? Young children will learn about matching, an important early math skill, as a lonely striped sock searches the house for its mate. Children may even be inspired to practice this skill in their own sock drawers! (Fiction) Best Children's Science Books 1997 (Science Books and Films) Award-winning illustrator	Take a picture walk to talk about socks and colors. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. What is the problem in the story? (A sock has lost its mate.) 2. Do you think the lost sock will be found? Why? (Possible response: Yes, I think the sock will keep looking because it needs the matching sock to make a pair.) 3. What sock did you like best in the story? Why? (Responses will vary.)
2 Whoever You Are , by Mem Fox	Harcourt Brace, 1997	Beautiful, moving text and lovely bold-hued folk art paintings help young children understand that we are all one world, one people, one heart, because of, as well as despite our physical differences. (Nonfiction) Available in Spanish: Quienquiera que seas	Take a picture walk to talk about how people are the same and how they are different. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Who do you think the people on the front cover are? (Possible responses: a family; some friends) 2. Look at the children on the first page. Are they exactly the same? (no) How are they different? (Possible responses: They have different skin colors; some have long hair and some have short hair.) 3. Turn to a page you like. Point to the first word I should read. What word is next? Now point to the spaces between each word. (Answers will depend on the page selected.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
3 Beep! Beep! Go to Sleep! , by Todd Tarpley	Little, Brown Books for Young Readers, 2015	When his three rambunctious robots give every possible excuse not to go to sleep, what's a little boy to do? A fun refrain will have children chanting along, "Three little robots are Beep! Beep!" (Fiction) Caldecott Honor Book	Take a picture walk to look at and talk about robots. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Each time the little boy is nearly asleep, something wakes him. What is it? (Three robots going Beep! Beep!) 2. What happens in the end? (The boy falls asleep reading to the robots.) 3. What words in the story rhyme with <i>beep</i> ? (sleep, peep, deep)
4 Bunny Cakes , by Rosemary Wells	Viking Juvenile, 1999	Max makes an earthworm cake, and Ruby whips up her special angel surprise cake. Grandma Bunny is in for a real birthday treat! (Fiction) Available in Spanish: Bunny Cakes (Edición en español)	Take a picture walk to talk about birthdays and birthday cakes. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Why are Max and Ruby making cakes? (It is their Grandma's birthday.) 2. Which cake do you think Grandma will like best? Why? (Possible response: I think Grandma will like the earthworm cake because it's funny.) 3. What kind of cake would you make for someone's birthday? (Responses will vary.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
5 Mouse Paint , by Ellen Stoll Walsh	Harcourt Children's Books, 1989	Three white mice discover jars of red, blue, and yellow paint. They dip their toes in the colors, mixing them and creating whole new colors. (Fiction) Award-winning author/ illustrator Available in Spanish: Pinta ratones	Take a picture walk to talk about paints and painting. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Why can't the cat find the mice? (The mice are white, and they are on white paper.) 2. What color do you think the mice will make if they mix red and yellow paint together? (orange) 3. What part of the story did you like best? (Responses will vary.)
6 School Bus , by Donald Crews	HarperTrophy, 1993	Where are those big buses heading? Follow the progress of school buses as they take children to school and bring them home again. (Fiction) Award-winning author/illustrator	Take a picture walk to talk about how children get to school. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Look at the pictures. What do you think this story will be about? (Possible response: I think it will be about riding on a school bus.) 2. What does the school bus do? (It takes children to school.) 3. Would you like to ride on a school bus? Why? (Responses will vary.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
7 The Bus for Us , by Suzanne Bloom	Boyds Mills Press, 2001	<p>It's the first day of school, and a brother and his little sister wait at the bus stop. On each spread of the book, the nose of a different vehicle comes around the corner, prompting Tess to ask, "Is that bus for us, Gus?" (Fiction)</p> <p>Available in Spanish: Nuestro Autobus</p>	<p>Take a picture walk to talk about different vehicles. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. What do you think Tess is waiting for? (the school bus) 2. Do you think Tess knows what a school bus looks like? Explain. (No, Tess asks her brother each time something drives up.) 3. What is the first word on the page? Point to it. Now move your finger to show what word I should read next. (Children should point to the first word in a sentence and each successive word in order.)
8 Be My Neighbor , by Maya Ajmera and John Ivanko	Charlesbridge Publishing, 2004	<p>A rich source of photographs shows the functions of a community and the variety of neighborhoods throughout the world. (Nonfiction)</p>	<p>Take a picture walk to talk about different neighborhoods, including those in which the children live. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. What do you think you might learn from this book? (Possible responses: what different neighborhoods look like; what children do in their neighborhoods) 2. Do you think that all neighborhoods are the same? (No, they can be different.) 3. How could you help out in your neighborhood? (Responses will vary.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
9 Get Out of My Bath! by Britta Teckentrup	Nosy Crow, 2015	Ellie is an elephant who loves to have fun in the bath. Her fun is interrupted when a crocodile decides to join in, followed by a flamingo, then a mouse and even a tiger! Ellie finally finds an unexpected and hilarious way to get the bath all to herself. (Fiction)	Take a picture walk to talk about what dogs do. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Why is Ellie so upset? (Lots of animals jump in the bath with her.) 2. What makes the animals leave? (Ellie sucks the water out of the bath.) 3. How do you know Ellie is happy in the end? (She is smiling; she has room in the bath.)
10 How Many Kisses Do You Want Tonight? by Varsha Bajaj	Little, Brown, and Co., 2004	When bedtime comes, animal parents ask their children how many kisses they want. At the end of the tale, a little boy and girl are asked the same question by their mom and dad. (Fiction)	Take a picture walk to name the animals in the bathtub. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. What do you think this story will be about? (bedtime for the animals) 2. What is one thing that happens to all the animals in the story? (They each get kisses from their mom or dad before they go to sleep.) 3. Point to the last word on a page. What do we read next? (the next page)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
 How Do Dinosaurs Stay Safe by Jane Yolen	The Blue Sky Press, 2015	<p>This is a funny book about how parents keep their little dinosaurs safe when crossing the street, swimming with friends, riding their bikes, and many other times. Good advice on how to stay safe at home, in the neighborhood, and at school. (Fiction)</p> <p>Award-winning author</p> <p>Available in Spanish: ¿Cómo se cuidan los dinosaurios?</p>	<p>Take a picture walk to name and talk about the dinosaurs in the story. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. What do you think will happen to Kosmocerotops if he stands on the chair? Why? (Answers may include: He will fall; the chair isn't sturdy enough to hold him.) 2. How do Agustinia and his friends stay safe? (Responses may include: wear a helmet when riding a bike; never go anywhere with a stranger; bring water when going on a long hike.) 3. Who was your favorite character? Why? (Answers will vary.)
 The Bear Ate Your Sandwich by Julia Sarcone-Roach	Knopf Books for Young Readers, 2015	<p>A mischievous bear, lost in the city, happens upon an unattended sandwich in the park. The bear's journey from forest to city and back home again is full of happy accidents and funny encounters that will keep children in suspense until the very end. (Fiction)</p> <p>Ezra Jack Keats Award</p>	<p>Take a picture walk, looking for the bear on each page. Then track the print as you read aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. Where does the bear live? (in the forest) 2. Why do you think the bear ran home? (The dogs saw him eating the sandwich.) 3. How did the little girl find out what happened? (A dog told her.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
13 I Am Too Absolutely Small for School, by Lauren Child	Candlewick Press, 2004	When Lola is worried about not being old enough to go to school, her older brother Charlie reassures her with humor and love. (Fiction)	<p>Take a picture walk to talk about starting school for the first time. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. Why do you think some children do not want to go to school? (Possible responses: They are scared; They think they won't know what to do.) 2. How does Charlie help Lola? (Possible response: He helps her think of good things she will do in school.) 3. What were you scared of on your first day of school? (Responses will vary.)
14 Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert	HMH Books for Young Readers, 1993	<p>While teaching upper- and lowercase letters to young children, Ehlert introduces fruits and vegetables from around the world. A glossary at the end provides interesting facts about each food. (Fiction)</p> <p>Caldecott Honor Book</p>	<p>Take a picture walk to name familiar fruits and vegetables. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. What fruits and vegetables begin with <i>B</i>? (blueberry, bean, beet, banana) 2. Which of the <i>G</i> foods is your favorite? Why? (Responses will vary.) 3. How do you think the Star Fruit got its name? (Possible response: It is a fruit shaped like a star.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
15 I Am Not Going to School Today! by Robie H. Harris	Margaret K. McElderry, 2003	A little boy decides to skip his very first day of school because he wouldn't know anything anyway. Once at school, his fears are laid to rest. (Fiction)	<p>Take a picture walk to talk about the first day of school. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. Why doesn't the little boy want to go to school? (He does not know anything about school and is scared.) 2. Look at the title. Point to each word. Why are there spaces in between words? (Possible response: There are spaces so we can see/read each word by itself.) 3. What was your first day of school like? Tell us about it. (Responses will vary.)
16 The Hello, Goodbye Window, by Norton Juster	Michael di Capua Books, 2005	<p>For one little girl, everything important happens through, near, or beyond the kitchen window at Nanna and Poppy's house. The little girl's story is both a celebration of the wonders of childhood as well as a love story about her relationship with her grandparents. (Fiction)</p> <p>Caldecott Medal Winner</p>	<p>Take a picture walk to talk about visiting grandparents. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. Why is the Hello, Goodbye window special to the little girl? (Possible responses: She loves being with her grandparents in their kitchen; She likes looking out the window.) 2. How does the little girl have fun with her grandparents? (Possible responses: She colors; Poppy chases her with a hose.) 3. What special things do you like to do with people who take care of you? (Responses will vary.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
17 A House Is a House for Me by Mary Ann Hoberman	Puffin Books, 2007	Where does everyone and everything live? This book is rollicking rhyme about houses. Some of the houses are familiar, such as an anthill and a dog kennel, while others are surprising, such as a corn husk and a pea pod. (Fiction) National Book Award	Take a picture walk to talk about different kinds of homes. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Who lives here? (Responses will vary depending on the page.) 2. How do bees get in and out of their hive? (They fly.) 3. What kind of house would you like to live in? (Responses will vary.)
18 Scaredy Cats , by Audrey Wood	Child's Play International, 2005	Two little kittens go to a nearby town for the first time. They are going to buy a stamp and mail a letter. On the way, they worry about bad things that might happen to them. This book helps children to realize much of what they fear is a product of their imaginations. (Fiction) Award-winning author	Take a picture walk to talk about doing something for the first time. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Who do you think will be the scaredy cats in the story? (the kittens) 2. What do you think they will be afraid of? (Possible responses: getting lost; the dark; scary sounds) 3. What is scary to you? Who helps you feel safe? (Responses will vary.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
19 The Relatives Came, by Cynthia Rylant	Aladdin, 1993	<p>Over the bumpy roads in Virginia comes a carload of relatives. They stay for the summer, picking berries, strumming their banjos, laughing, and talking. It is a fun summer! It is sad when they leave, but the aunts, uncles, cousins, and other kinfolk will be back! (Fiction)</p> <p>Caldecott Honor Book</p> <p>Award-winning author and illustrator</p>	<p>Take a picture walk to talk about visiting with someone you have not seen in a long time. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. Why do you think the relatives come to visit? (Possible response: They want to see their relatives on the other side of the mountain.) 2. Look at the book cover. Put your finger on each word. How many words are there? (3) Now put your finger on each space between the words. How many spaces are there? (2) 3. Why do you think they hugged each other so much? (Possible responses: They missed them; They had so much fun.)
20 Pumpkin Soup, by Helen Cooper	Farrar, Straus and Giroux, 1999	<p>True friendship can weather most any storm, but this friendship is put to the test when Cat, Squirrel, and Duck switch duties while making their famous pumpkin soup. (Fiction)</p> <p>Available in Spanish: Sopa de calabaza</p>	<p>Take a picture walk to talk about sharing with friends. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. Why do you think Cat, Squirrel, and Duck get along so well? (Possible response: They all work together.) 2. Where is the front of the book? Point to it. Where is the back of the book? Point to it. Where do we begin reading? (the front) 3. Who was your favorite character in this story? Why? (Responses will vary.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
21 That's (Not) Mine by Anna Kang	Two Lions, 2015	Two fuzzy creatures both want to sit in the same comfy chair. The trouble is, they can't agree who it belongs to. They get madder and madder, until... The story ends on a reassuring note about being friends and sharing. (Fiction) Award-winning author	Take a picture walk to talk about sharing. The track the print as you read the story aloud. Pause to ask questions such as these: 1. What are the fuzzy creatures arguing about? (Who the big chair belongs to.) 2. How do the creatures show they're friends? (They apologize and then play together.) 3. What is your favorite part of the story? Why? (Responses will vary.)
22 Abuela , by Arthur Dorros	Dutton Children's Books, 1991	While riding in a bus, a little girl imagines that she and her <i>abuela</i> (grandmother) are rising up into the sky. From the clouds, they see Manhattan streets, docks, an airport, the Statue of Liberty, and Rosalba's father's office. (Fiction) Available in Spanish: Abuela	Take a picture walk to talk about flying and adventures. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. Do you think Rosalba and Abuela will do many things together? Why do you think so? (Possible response: Yes, they will go to many places and have fun.) 2. Do Abuela and Rosalba really fly? (no) How do you know? (People can't fly.) 3. Where would you go if you could fly? (Responses will vary.)

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
23 Mothers Are Like That, by Carol Carrick	Clarion Books, 2000	A sweet, reassuring story about the gentle things mothers do is shared, from a hen guarding an egg-filled nest to a woman tucking her baby into bed at night. (Fiction)	Take a picture walk to talk about mothers and what they do for their children. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. How do you think the mothers will take care of their babies? (Possible response: They will feed them.) 2. How can you find out what the animal mothers will do? (You can look at the pictures to find out.) 3. How many words are in the name of the story? (4) Count them.
24 Listen, Buddy, by Helen Lester	Houghton Mifflin/Walter Lorraine Books, 1997	Buddy gets his parents' permission to go for a long hop, but when he gets to the crossroads he can't remember which way they told him to turn. Buddy chooses the wrong path and is nearly made into rabbit soup by a Scruffy Varmint. Will the mishap teach Buddy a lesson about listening and following directions? (Fiction) Award-winning author	Take a picture walk to talk about listening and following directions. Then track the print as you read the story aloud. Pause to ask questions such as these: 1. What is Buddy's big problem? (He does not listen very well.) 2. How do you think he will solve his problem? (He will learn how to listen better.) 3. Find Buddy's name in the book. How many times can you find his name? Point to the name each time you find it.

Book Title, Author	Publisher, Date of Publication	Brief Summary/Highlights	Shared Reading Questions
25 Let's Clean Up! by Peggy Perry Anderson	Houghton Mifflin/Walter Lorraine Books, 2002	When Joe messes up his room immediately after Mother Frog cleaned it, his unorthodox methods of straightening it up again bring humorous results. (Fiction)	<p>Take a picture walk to talk about messy rooms and cleaning up. Then track the print as you read the story aloud. Pause to ask questions such as these:</p> <ol style="list-style-type: none"> 1. Why do you think Mother wants to clean Joe's room? (Possible response: It is very messy.) 2. Why do you think Joe is happy when it is clean again? (Possible response: Then he can find all his toys!) 3. How can you help to clean up your room at home? (Possible responses: I can pick up my toys; I can hang up my clothes.)



Just for Threes

Additional Resources

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Just for Threes

Assessment Checklist

Child's Name _____ Date _____

Procedure

1. Review the child's portfolio, including all work samples and **Anecdotal Notes Forms** from this Investigation. Mark a level of development for each skill on the checklist.
2. You can also use **Assessment Cards** and record information here. After testing with an **Assessment Card**, use the rubric shown on the card to determine the child's level of development.
3. Transfer this information to a **Class Record** or place this checklist in the child's portfolio for use when completing a **Narrative Form**.
4. Share this information with parents and administrators.

KEY

- NY** = **Not Yet** (Child does not demonstrate knowledge or skill.)
- D** = **Developing** (Child is making progress toward demonstrating the knowledge or skill.)
- S** = **Secure** (Child readily demonstrates the knowledge or skill.)

LANGUAGE DEVELOPMENT

Listening and Understanding	NY	D	S
Plan and carry out a sequence of actions.			
Listen to and understand conversations. (Assessment Card 1)			
Listen to and understand stories. (Assessment Card 2)			
Listen to and understand songs.			
Listen to and understand finger plays.			
Listen to and understand poems.			
Understand and follow directions. (Assessment Card 3)			
ELL: Listen to and understand English.			
ELL: Develop a vocabulary of object names and English phrases.			
Speaking and Communicating	NY	D	S
Use language to express routines and scripts. (Assessment Card 7)			
Identify objects in the environment.			
ELL: Speak in English.			
ELL: Use single words and simple phrases to communicate meaning. (Assessment Card 5)			
ELL: Use new vocabulary and grammar in speech. (Assessment Card 6)			

Assessment Checklist

LITERACY

Phonological Awareness	NY	D	S
Identify environmental sounds. (Assessment Card 10)			
Discriminate and identify sounds in spoken language.			
Book Knowledge and Appreciation	NY	D	S
Understand that illustrations carry meaning but cannot be read.			
Appreciate repetitive language patterns.			
Understand how to handle and care for books. (Assessment Card 15)			
Understand how to read or view a book. (Assessment Card 16)			
Understand book features such as title, author, and illustrator.			
Ask questions and comment on information and events from a book. (Assessment Card 17)			
Print Awareness and Concepts	NY	D	S
Show awareness of print in various settings.			
Demonstrate awareness of concepts of print. (Assessment Card 21)			
Early Writing	NY	D	S
Understanding that writing is a way of communicating.			
Engage in written exploration.			
Alphabet Knowledge	NY	D	S
Listen to and sing along with alphabet songs while following print.			
Know that letters of the alphabet are a special category of visual graphics.			
Word Knowledge	NY	D	S
Associate certain pictures with their labels.			

MATHEMATICS

Number and Operation	NY	D	S
Use one-to-one correspondence in counting objects. (Assessment Card 33)			
Count in sequence to ten and beyond. (Assessment Card 34)			
Identify first and last in a series. (Assessment Card 35)			
Geometry and Spatial Sense	NY	D	S
Understand directionality.			
Understand order and positions of objects.			
Understand directional and positional words. (Assessment Card 39)			
Compare size between objects. (Assessment Card 40)			
Recognize, describe, and compare shapes.			

MATHEMATICS (CONTINUED)

Patterns and Measurements	NY	D	S
Imitate pattern sounds and physical movements. (Assessment Card 46)			
Classification and Data Collection	NY	D	S
Use real and pictorial graphs. (Assessment Card 49)			
Gather and use information to ask and answer questions. (Assessment Card 50)			

SCIENCE

Scientific Skills and Methods	NY	D	S
Observe and describe.			
Use simple tools to gather information.			
Ask questions.			
Use tools safely and appropriately.			
Manipulate materials with simple equipment.			
Participate in an investigation, think about it, and discuss what happened.			
Use knowledge to solve problems.			
Discuss and draw.			
Scientific Knowledge	NY	D	S
Observe changes in sound.			
Use patterns to predict what happens next.			
Recognize that living things need water, food, and air. (Assessment Card 58)			

CREATIVE ARTS

Music	NY	D	S
Participate in various musical activities.			
Art	NY	D	S
Identify primary colors. (Assessment Card 65)			
Mix colors.			
Movement	NY	D	S
Move and dance to music.			
Dramatic Play	NY	D	S
Participate in dramatic play activities.			

Assessment Checklist

SOCIAL AND EMOTIONAL DEVELOPMENT

Self Concept	NY	D	S
Develop a sense of personal space.			
Develop and express an awareness of self. (Assessment Card 69)			
Cooperation	NY	D	S
Interact with peers by helping and sharing and through discussion. (Assessment Card 70)			
Social Relationships	NY	D	S
Develop friendships with peers.			
Knowledge of Families and Communities	NY	D	S
Identify personal characteristics of families.			
Understand similarities and respect differences among people. (Assessment Card 72)			
Develop awareness of jobs. (Assessment Card 73)			
Understand concepts and language of geography in the classroom.			
Understand concepts and language of geography in the home.			

APPROACHES TO LEARNING

Initiative and Curiosity	NY	D	S
Participate in tasks and activities.			
Make independent choices.			
Engagement and Persistence	NY	D	S
Complete tasks, activities, projects, and experiences.			
Reasoning and Problem Solving	NY	D	S
Find more than one solution. (Assessment Card 74)			

PHYSICAL HEALTH AND DEVELOPMENT

Fine Motor Skills	NY	D	S
Develop strength, dexterity, and control using tools. (Assessment Card 76)			
Develop pincer control.			
Gross Motor Skills	NY	D	S
Explore moving in space.			
Develop ability to reach, turn, twist, and bend.			

PHYSICAL HEALTH AND DEVELOPMENT (CONTINUED)

Health Status and Practices	NY	D	S
Participate in games, outdoor play, and exercise.			
Know role of health care provider. (Assessment Card 81)			
Follow rules of hygiene, nutrition, and personal care.			
Follow basic health and safety rules.			
Develop awareness of name, location, and relationship of body parts. (Assessment Card 82)			

SOCIAL STUDIES

Culture and Community	NY	D	S
Share ideas and take turns listening and speaking.			
Cooperate with others in an activity.			
Identify similarities among people like himself/herself and classmates. (Assessment Card 86)			
Identify similarities and differences in personal characteristics.			
Identify similarities and differences in family characteristics.			
Understand family needs, roles, and relationships. (Assessment Card 87)			
Participate in jobs and contribute to the classroom.			
History	NY	D	S
Identify common events and routines. (Assessment Card 89)			
Categorize time intervals using words.			
Connect past events to current events.			
Economics	NY	D	S
Use words to indicate relative location. (Assessment Card 92)			
Identify common features in the home and school environment. (Assessment Card 93)			
Identify common features of the local landscape. (Assessment Card 94)			
Understand basic human needs for food, clothing, and shelter. (Assessment Card 95)			
Citizenship and Government	NY	D	S
Demonstrate awareness of rules. (Assessment Card 97)			

Assessment Checklist

TECHNOLOGY

Technology	NY	D	S
Listen to and interact with books in electronic forms.			
Use various types of technology.			

Notes and Observations

The InvestiGator Club Assessment of Emerging Competencies Just for Threes

The InvestiGator Club **Assessment of Emerging Competencies** assesses a child's development in ten key domains of learning. Two assessment tasks are provided for each domain to give teachers, administrators, and family members a general idea of how to plan and guide instruction for each child, as well as note progress in the development of important skills.

Administer this assessment to each child individually at the beginning of the school year to gain a sense of a child's level of experience and development in each domain. Re-administer this assessment at the end of the year to note yearlong progress. At the end of the year, distribute both copies of the assessment to key individuals such as the child's family, school administrators, or the child's teacher for the next school year.

Materials

Before administering the assessment, gather the following materials:

- red, yellow, and blue crayons
- **Vocabulary Cards 26, 52, 53, 61, 62, 74, 82**
- two sets of **Magnetic Foam Letters C, T, m, s**
- **ABC Cards C, T, m, s**
- 20 counters, such as buttons
- 6 large and 6 small blocks
- 3 rocks of varying sizes, colors, and shapes
- small metal and nonmetal objects
- horseshoe magnet
- classroom job chart
- small toy farm animals
- play tool bench with hammer, nail, screw, screwdriver, nut, and bolt
- **Dilly and Friends Little Book**
Dilly and Chuck Wood
- **Dilly and Friends Read Along CD**
- computer
- electronic children's games

Assessment Directions

1. Make a copy of the **Assessment of Emerging Competencies** booklet for each child. Fill out the information on the front cover.
2. Meet with a child in a place of minimal distraction. Have the child sit at a table.
3. Assess the child's response to each question in the order listed, displaying and removing materials as necessary.
4. On the scoring chart, circle *NY*, *D*, or *S* next to each question to indicate the child's response:

NY The child has not yet developed the skill.

D The response shows that the child is developing the skill. The child may answer part of a question or just one question in a set of two or three.

S The child demonstrates a secure grasp of the skill by answering or demonstrating correctly and thoroughly.

* If you are unsure of a child's skill level, see page 13 for possible responses.

5. Upon completion, count the number of *NY*, *D*, and *S* scores and record the totals in the scoring boxes on page 14 for a broad picture of the child's overall level of development. Consult individual sections of the assessment to determine the areas of strength and challenge. Record your observations on page 14.

Child's name _____	Age _____
Test given by _____	Date _____

Language Development	Circle one.			Notable Observations
1. Understand and follow directions. Follow these directions. Stand up. Sit down. Raise your hand.	NY	D	S	
2. Understand and use language to communicate. <i>Show the child a red crayon.</i> What is this? What can you do with it?	NY	D	S	

Literacy	Circle one.			Notable Observations
3. Identify environmental sounds. <i>Display the pictures of a cat, bee, train, and hammer on Vocabulary Cards 61, 62, 74, and 82.</i> Listen to these sounds. Point to the object that makes each sound. <i>Make the sound for each object shown, leaving time between each sound for the child to respond.</i>	NY	D	S	
4. Match and sort letters. <i>Place two sets of Magnetic Letters for C, T, m, and s on the table.</i> <i>Show the ABC Card for T.</i> This is the letter T. Find all of the other Ts. <i>Repeat for C, m, and s.</i>	NY	D	S	

Mathematics	Circle one.			Notable Observations
5. Count in sequence to ten and beyond. <i>Display 20 counters, such as buttons.</i> Count the (buttons) for me.	NY	D	S	
6. Compare size between objects. <i>Display a large square block and a small square block.</i> Point to the block that is larger. Point to the block that is smaller.	NY	D	S	

Science	Circle one.			Notable Observations
7. Observe and describe. <i>Display three rocks that have different textures, sizes, and colors.</i> These are rocks. Pick them up and look at them closely. What do the rocks look like? What do they feel like?	NY	D	S	
8. Use tools safely and appropriately. <i>Display a few metal and nonmetal objects.</i> <i>Hand the child a magnet.</i> What can you pick up with the magnet? Find out.	NY	D	S	

Creative Arts	Circle one.			Notable Observations
9. Identify primary colors. <i>Display a red, blue, and yellow crayon.</i> Point to the yellow crayon. Point to the red crayon. Point to the blue crayon.	NY	D	S	
10. Participate in dramatic play activities. Pretend that you are a cat. Show me how a cat moves. What sound does a cat make?	NY	D	S	

Social and Emotional Development	Circle one.			Notable Observations
11. Develop and express an awareness of self. <i>Point to yourself. Clap your hands.</i> I have (brown) hair. I like (dogs). I can clap my hands. What color is your hair? What animal do you like? What can you do?	NY	D	S	
12. Develop awareness of jobs. <i>Display a classroom job chart.</i> What is your favorite classroom job? What makes you think so?	NY	D	S	

Approaches to Learning	Circle one.			Notable Observations
13. Find more than one solution. You want to play with a puzzle, but someone is playing with it. What is one thing you can do? What else can you do?	NY	D	S	
14. Complete tasks, activities, projects, and experiences. <i>Display a set of small plastic farm animals and blocks.</i> Build a place for the animals to live. Now put the animals and the blocks back in the box.	NY	D	S	

Physical Health and Development	Circle one.			Notable Observations
15. Develop strength, dexterity, and control using tools. <i>Set out building tools.</i> Watch as I hammer. Now you try it. Watch as I turn the screw. Now you try it. Watch as I put this nut on the bolt. Now you try it.	NY	D	S	
16. Develop ability to reach, turn, twist, and bend. Let's play a game! We'll do whatever JT Gator says. <i>Stand and play the game with the child.</i> JT says, "Reach up high." JT says, "Turn around." JT says, "Twist." JT says, "Bend and touch the ground."	NY	D	S	

Social Studies	Circle one.			Notable Observations
17. Describe people's jobs. <i>Show Vocabulary Cards 52 and 53.</i> This woman is a teacher. She helps her students learn. Point to the firefighter. What is his job? Point to the police officers. What is their job?	NY	D	S	
18. Use words to indicate relative location. <i>Display some plastic animals.</i> Put one animal under the table. Put one animal behind your back. Put one animal on the table. Put one animal far from us. Put one animal in the box.	NY	D	S	

Technology	Circle one.			Notable Observations
19. Listen to and interact with books in electronic forms. <i>Have the child listen to Dilly and Chuck Wood on the Read Along CD as they follow along in the book.</i> Who is the story about? What is your favorite part of this story?	NY	D	S	
20. Start, use, and exit software programs. <i>Sit at a computer.</i> <i>Open a familiar game on the computer.</i> Show me how to start the game. Let's play the game! You go first. Show me how to stop the game.	NY	D	S	

Possible Responses

1. **NY:** The child does not stand, sit, or raise his or her hand. **D:** The child follows only one or two directions. **S:** The child stands, sits, and raises his or her hand.
2. **NY:** The child does not identify the red crayon or its use. **D:** The child identifies the red crayon or its use. **S:** The child identifies the red crayon and its use.
3. **NY:** The child does not identify more than one sound. **D:** The child recognizes two or three of the sounds. **S:** The child recognizes all four of the sounds.
4. **NY:** The child does not sort and match any letters. **D:** The child sorts and matches one or two sets of letters. **S:** The child matches three or four sets of letters.
5. **NY:** The child does not count or counts to less than five. **D:** The child counts to five, six, seven, eight, or nine. **S:** The child counts to ten or more.
6. **NY:** The child does not compare the sizes of the blocks. **D:** The child points to the large or small block after prompting. **S:** The child points to the large and small blocks without prompting.
7. **NY:** The child observes but does not describe the rocks. **D:** The child observes the rocks and describes one characteristic about them. **S:** The child observes the rocks, describing at least two characteristics.
8. **NY:** The child needs help using the magnet. **D:** The child does only one of the following: handles the magnet safely, keeping it away from the face or uses the magnet to pick up metal objects. **S:** The child handles the magnet safely and uses it to pick up metal objects.
9. **NY:** The child does not identify any of the colors. **D:** The child correctly identifies one or two colors. **S:** The child identifies all three colors.
10. **NY:** The child does not participate in the dramatic play activity. **D:** The child is reluctant to participate, waiting for you to demonstrate or encourage him or her. **S:** The child participates, showing creativity and enthusiasm.
11. **NY:** The child does not answer any questions. **D:** The child answers one or two questions. **S:** The child answers all three questions.
12. **NY:** The child does not express an awareness of classroom jobs. **D:** The child names his or her favorite classroom job but does not offer an explanation. **S:** The child names a classroom job and explains why it is his or her favorite.
13. **NY:** The child does not offer any possible solutions to the problem. **D:** The child offers one solution to the problem or one that is not plausible. **S:** The child offers two plausible solutions to the problem.
14. **NY:** The child does not complete either task. **D:** The child completes only one task. **S:** The child completes both tasks.
15. **NY:** The child needs help using the tools. **D:** The child needs help using at least one of the tools. **S:** The child effectively manipulates the hammer, screwdriver, nut, and bolt.
16. **NY:** The child is able to do one of the following: reach, turn, twist, or bend. **D:** The child is able to do two or three of the movements. **S:** The child is able to do all four movements.
17. **NY:** The child does not describe the job done by any of the workers. **D:** The child correctly describes one worker and his or her job. **S:** The child correctly describes both workers and their jobs.
18. **NY:** The child does not demonstrate understanding of location words. **D:** The child demonstrates understanding of one to three location words. **S:** The child demonstrates understanding of four or five location words.
19. **NY:** The child listens to the book on CD but does not answer any questions. **D:** The child listens to the book on CD and answers one question. **S:** The child listens to the book on CD and answers both questions.
20. **NY:** The child does not start, stop, or exit the game. **D:** The child does one or two of the following: starts, stops, or exits the game. **S:** The child starts, stops, and exits the game.

Overall Progress

Insert the total number of NY, D, and S scores in the boxes below.

	NY	D	S
Totals:	<input type="text"/>	<input type="text"/>	<input type="text"/>

Consider each assessment section. Record one strength and one goal for the child in each category.

Language Development	Literacy
Strength: _____ _____	Strength: _____ _____
Progress Goal: _____ _____	Progress Goal: _____ _____
Mathematics	Science
Strength: _____ _____	Strength: _____ _____
Progress Goal: _____ _____	Progress Goal: _____ _____
Creative Arts	Social and Emotional Development
Strength: _____ _____	Strength: _____ _____
Progress Goal: _____ _____	Progress Goal: _____ _____
Approaches to Learning	Physical Health and Development
Strength: _____ _____	Strength: _____ _____
Progress Goal: _____ _____	Progress Goal: _____ _____
Social Studies	Technology
Strength: _____ _____	Strength: _____ _____
Progress Goal: _____ _____	Progress Goal: _____ _____

Just for Threes

Skills Trace

LANGUAGE DEVELOPMENT

Listening and Understanding	LI	EA	SC	MM	SE
Plan and carry out a sequence of actions.	34, 38, 40, 41, 48	11, 33, 44	10, 19, 32, 37, 50, 63, 73	21, 23	
Listen for different purposes.		7	3, 17, 19, 28, 30, 31, 41, 51, 57, 62, 69, 73		
Listen to and understand conversations, stories, songs, finger plays, poems.	102, 103, 124, 125, 127, 146, 147, 154, 155, 164, 171, 212, 213, 214, 215		1, 5, 7, 8, 9, 11, 14, 15, 16, 17, 18, 20, 21, 25, 38, 40, 41, 44, 45, 47, 48, 51, 52, 55, 63, 68		
Understand and follow directions.	154, 155, 156, 170, 187	6, 48	4, 10, 12, 19, 56	1, 20, 28	
Understand complex and varied vocabulary.	54, 76, 102, 124, 146, 168, 190, 212		3, 6, 31, 36, 42, 46, 59, 60, 67, 72		
Ask and answer questions.	105, 215		29, 61, 70, 71	24	
ELL: Listen to and understand English.	54, 55, 149		12, 16, 67, 69		
ELL: Develop a vocabulary of object names and English phrases.	54, 76, 102, 124, 146, 168, 190, 212	4, 35, 41	20, 36, 72		
Speaking and Communicating	LI	EA	SC	MM	SE
Understand and use language to communicate.	72, 105, 149, 171, 193, 209, 230, 231, 232, 233	19, 42, 47	44, 47, 57, 58	10, 30	
Use language to express routines and scripts.	56, 149, 190, 209, 214				
Use appropriate language and style.	121	5	29, 70		
Use increasingly complex and varied spoken vocabulary.	201	35, 37, 41	2, 8, 22		
Identify objects in the environment.	127, 128, 129, 157, 160, 176, 177, 215, 216, 217, 223	18	22, 39, 43, 52		
Initiate and respond in conversations and discussions with peers and adults.	54, 55, 80, 81, 102, 103, 104, 124, 125, 127, 146, 147, 168, 169, 171, 190, 191, 212, 213		34		

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KEY

LI = Let's Investigate! Teacher Guide

EA = Extension Activities

SC = Songs, Chants, Rhymes, and Games

MM = Marvelous Me!

SE = Building Social and Emotional Skills

LANGUAGE DEVELOPMENT (CONTINUED)

Speaking and Communicating (continued)	LI	EA	SC	MM	SE
ELL: Speak in English.	33, 54, 76, 80, 102, 124, 146, 168, 190, 212, 228	35, 37	34, 44, 58, 66	19	
ELL: Use single words and simple phrases to communicate meaning.	58, 70, 88, 89, 96, 98, 102, 118, 146, 149, 200	4	2, 6	4, 18, 30	
ELL: Use new vocabulary and grammar in speech.	56, 62, 65, 82, 98, 124, 157	35, 37, 41	2, 8, 22, 42, 70		

LITERACY

Phonological Awareness	LI	EA	SC	MM	SE
Identify environmental sounds.	58, 59, 84, 85, 99	18, 28, 29, 43, 46	10	6	
Discriminate and identify sounds in spoken language.	60, 89, 106, 107, 150, 151, 173	10			
Recognize rhymes.	128, 129, 148	26	13, 65		
Recognize matching sounds and rhymes in familiar words, games, songs, stories, finger plays, poems.	37, 150, 151, 165, 172, 173, 194, 195		24, 34, 54, 64		
Hear and discriminate separate syllables in words.	37, 216, 217	26			
Listen to and recite familiar poems and chants.	128, 129	44	3, 25, 30, 33, 39, 40, 53, 56, 60, 64		
Listen to and identify alliteration.	37, 150, 151		5, 65		
Book Knowledge and Appreciation	LI	EA	SC	MM	SE
Understand that illustrations carry meaning.	62, 63, 76, 77, 80, 81, 91, 193				
Show interest in reading-related activities.	42, 55, 63, 69, 76, 77, 81, 91, 95, 112, 125, 147, 154, 155, 169, 174, 175, 191	1, 2, 3, 4, 5, 6, 7, 9, 14, 15, 26, 30, 32, 33, 34, 36, 39, 41			
Appreciate repetitive language patterns.	76, 77, 86, 87, 174, 175				
Understand how to handle and care for books.	112, 139, 161	32, 36, 38			
Understand how to read or view a book.	139, 161	33, 34, 36, 38			
Understand book features: title, author, illustrator.	102, 103, 124, 125, 134, 139				
Ask questions and comment on book information and events.	76, 77, 103, 125, 146, 147, 191, 213				
Listen to and discuss books and poetry.	54, 55, 62, 63, 76, 77, 80, 81, 102, 103, 112, 124, 125, 146, 147, 168, 169, 190, 191	1, 2, 3, 4, 5, 6, 7, 9, 14, 15, 26, 28, 30, 32, 33, 34, 36, 39, 41		29	
Listen to storybook reading or tapes.	55, 81, 103, 117, 125, 147, 169, 191	26, 30, 32		17	

LITERACY (CONTINUED)

Book Knowledge and Appreciation (continued)	LI	EA	SC	MM	SE
Contribute personal experiences and prior knowledge during storybook reading.	54, 76, 80, 102, 168, 169, 190, 191			17	
Retell and dictate stories.	105, 168, 169, 223, 227	32, 33, 36, 38, 39, 41		29	
Act out stories in dramatic play.		32, 34, 38, 41, 42			
Make predictions.	76, 77, 125, 168, 169, 190, 191				
Identify story structure: characters, plot, events, resolution.	76, 77, 80, 112, 169, 223				
Print Awareness and Concepts	LI	EA	SC	MM	SE
Show awareness of print in various settings.	40, 42, 57, 62, 63, 69	42	32		
Demonstrate awareness of concepts of print.	62, 63, 161, 179, 201, 205	42		9	
Understand different functions of printed forms.	62, 71, 95, 193, 207				
Follow print as it is read aloud.	71, 97, 119, 163, 201, 205	4			
Recognize that letters are grouped to form words.	179, 183, 196	4, 10			
Recognize that words are separated by spaces.	179, 183, 229	2, 38			
Early Writing	LI	EA	SC	MM	SE
Understand writing as a way of communicating.	43, 70, 96, 97, 118, 119, 140, 141, 162, 163, 184, 185, 206, 207, 228, 229, 231	44			
Engage in written exploration.	43, 73, 162, 163, 184, 185, 206, 207, 228, 229	44, 46			
Represent stories and experiences through pictures and dictation and in play.	118, 119, 184, 185	32	34		
Trace and write letters.	206, 207	12, 15, 27, 30, 46, 48		11, 35	
Alphabet Knowledge	LI	EA	SC	MM	SE
Listen to and sing along with alphabet songs.	60, 61, 152, 153	9, 23			
Know that letters of the alphabet are a special category of visual graphics.	86, 87, 108, 109, 130, 131, 152, 153, 174, 175, 196, 197, 218, 219	23			
Match and sort letters.	131, 196, 197, 219	12, 20, 22, 29, 45, 48	32		
Begin to identify some letters of the alphabet.	61, 87, 108, 109, 131, 152, 153, 197, 219	9, 10, 12, 15, 20, 21, 22, 23, 27, 29, 45, 48	32, 34, 48	12, 35	
Notice beginning letters in familiar words.	47, 87		5, 34, 48, 56		
Word Knowledge	LI	EA	SC	MM	SE
Associate pictures with their labels.	32, 97, 165, 183	11, 17			
Identify own name and names of some friends.	56, 80, 82, 187	26	30, 39, 53	11, 36	

MATHEMATICS

Number and Operation	LI	EA	SC	MM	SE
Use one-to-one correspondence.	44, 91, 95, 106, 107, 156, 161	14, 33		17, 18, 30	
Count in sequence to ten and beyond.	35, 69, 136, 137, 227	37, 39		17, 23	
Identify first and last in a series.	60, 61, 108, 109, 130, 131				
Associate number concepts, vocabulary, quantities, and written numerals.	35, 178, 220, 221, 227	14	13, 18, 27, 37		
Compare numbers of objects using appropriate terms.	156, 161			18	
Geometry and Spatial Sense	LI	EA	SC	MM	SE
Understand directionality.	90, 156, 158, 159, 178, 180, 181				
Understand order and positions of objects.	35, 44, 178, 180, 181, 187				
Understand directional and positional words.	165, 178, 180, 181			35, 55	
Make 2-D grid to demonstrate directions.	64, 95, 110, 111, 158, 159				
Compare size between objects.	178, 183, 200, 205		35, 46		
Recognize, describe, and compare shapes.	178, 222, 224, 225	13, 19, 24, 25, 32	27		
Patterns and Measurements	LI	EA	SC	MM	SE
Imitate pattern sounds and physical movements.	113, 117, 150, 151, 170				
Recognize, duplicate, and extend patterns.	113, 117	34			
Compare several objects based on one attribute.	200, 202, 203	18, 31			
Match objects according to one or two attributes.	132, 133, 139			33	
Sort objects according to one or two attributes.	65, 69, 200			3, 29	
Classification and Data Collection	LI	EA	SC	MM	SE
Use real and pictorial graphs.	142, 156, 158, 159			29	
Gather and use information to ask and answer questions.	65, 157, 220, 221				

SCIENCE

Scientific Skills and Methods	LI	EA	SC	MM	SE
Observe and describe.	64, 90, 92, 93, 224, 225	1, 5, 15, 16, 31, 43	43	3, 5, 14, 16	
Use senses, simple tools, and measuring devices to gather information.	45, 78, 79, 110, 111, 135	16		5	
Ask questions.	78, 79, 160, 198, 199				
Use tools safely and appropriately.	45, 78, 79, 199	6		8	
Manipulate materials with simple equipment.	49, 66, 67, 136, 137				

SCIENCE (CONTINUED)

Scientific Skills and Methods (continued)	LI	EA	SC	MM	SE
Participate in an investigation, think about it, and discuss what happened.	66, 67, 78, 79, 110, 111, 158, 159, 179, 182, 198, 199, 204, 222, 226	7, 8, 9, 10, 12, 13, 14, 15, 16, 17		14, 15	
Compare and contrast objects, materials, and organisms.	134	8, 16	67		
Test observations, draw conclusions, and form generalizations.	78, 79, 199, 226	8		5, 8	
Collect, describe, and record information through discussions, drawings, maps, or charts.	198, 199, 234, 235	12		4, 6	
Use knowledge to solve problems.	78, 79, 179, 182, 183, 202, 203	5, 15, 16			
Observe changes in size, color, and position.	35	15, 16		14	
Observe cycles.	190, 191	7, 15	61		
Discuss and draw.	78, 79, 138, 224, 225			8	
Scientific Knowledge	LI	EA	SC	MM	SE
Know the five senses.	285			1, 3, 4, 5, 6, 8, 9, 10	
Observe changes in sound.	104, 164, 179, 182			6	
Use patterns to predict what happens next.	135, 161, 171, 174, 175				
Identify what things are made of.	110, 111		66		
Identify plants as living things.	190, 191	7, 16	13		
Recognize that living things need water, food, and air.	157, 191	7, 15	51		
Observe changes in weather.	32	5, 16, 17			
Use the concepts of light, shadow, sun, moon, stars.		30	46, 61	14	

CREATIVE ARTS

Music	LI	EA	SC	MM	SE
Participate in various musical activities.	56, 82, 148, 214, 232, 233	8, 45, 47, 48	4, 35	6, 9, 25, 28	
Appreciate different types of music.	99, 126, 192		49		
Respond to musical creations or events.	34, 99, 192		59		
Experiment with musical instruments.	34, 104	11, 48	6, 53		
Distinguish the sounds of instruments.	99	43, 46			
Experiment with music concepts, volume, tempo, and sound.	36, 104, 170	31, 45	35, 49	25	
Movement	LI	EA	SC	MM	SE
Move and dance to music.	126, 143, 192, 214, 231, 232, 233	4, 6, 11, 33, 36, 40	7, 26, 28, 38	1, 9, 28	
Move in time to beat and rhythm.	170	31, 45	35, 49	25	
Art	LI	EA	SC	MM	SE
Identify primary colors.	64, 65, 66, 67, 226	18, 33, 35			
Mix colors.	66, 67, 222, 226	37			
Identify types of lines.		39, 40, 45			

CREATIVE ARTS (CONTINUED)

Art (continued)	LI	EA	SC	MM	SE
Use art media and materials.	47, 182, 204, 205, 226	39, 40			
Create artworks.	47, 117, 138, 160	3, 17, 23, 24, 25, 27, 28, 29, 33, 39, 40, 43, 45, 46		15, 16, 30	
Understand and share opinions about artistic products and experiences.	68, 94, 116, 121, 138, 160, 182	47			
Dramatic Play	LI	EA	SC	MM	SE
Participate in dramatic play activities.	51, 73, 95, 143, 215	1, 36, 38, 40, 41		26, 34	
Use materials in dramatic play situations.	50, 51, 227	13, 38, 47		27	
Assume different roles in dramatic play situations.	51, 149	5, 32, 34, 36, 38, 41		31	
Respond to artistic creations or events.	149	3	47		

SOCIAL AND EMOTIONAL DEVELOPMENT

Self Concept	LI	EA	SC	MM	SE
Develop a sense of personal space.	37, 72, 82, 230				
Develop and express an awareness of self.	37, 113, 116, 138, 187, 209	2, 26, 27	23, 26, 40	13, 16, 19, 32	12
Develop a capacity for independent action and thought.			33	31, 36	13
Demonstrate confidence in ability and pride in accomplishments.	120, 142, 162, 164, 186, 208, 209, 232, 233	43	25	15	13
Self Control	LI	EA	SC	MM	SE
Express feelings, needs, and opinions productively.			23, 28		14, 18
Follow rules and routines.	31, 47, 49, 50, 186, 208		37, 63		14, 15
Use materials purposefully, safely, and respectfully.				8	16
Express thoughts, feelings, and ideas using language and gestures.		31	23	32	17, 24
Understand how actions affect others and accept the consequences of their actions.	186			36	16
Cooperation	LI	EA	SC	MM	SE
Interact with peers by helping and sharing and through discussion.	80, 81, 135, 208			36	17
Use compromise and discussion to resolve conflicts with peers.	146, 147, 149				14, 18
Take turns in activities and interact effectively.		5, 14		34	19
Social Relationships	LI	EA	SC	MM	SE
Develop friendships with peers.	56, 82, 98			36	19, 24
Respond sympathetically to peers.	80, 81				20, 21
Express empathy or caring for others.	168, 169				20, 21
Interact with adults effectively.	102, 103			1, 30, 31	21

SOCIAL AND EMOTIONAL DEVELOPMENT (CONTINUED)

Knowledge of Families and Communities	LI	EA	SC	MM	SE
Identify personal characteristics of families.	65, 68, 112			30, 34	
Understand similarities and respect differences among people.	104, 113, 116, 120				22
Develop awareness of jobs.	43, 126, 142, 192, 204, 209				
Understand concepts and language of geography in the classroom, home, community.	112, 114, 115, 164			34, 35	

APPROACHES TO LEARNING

Initiative and Curiosity	LI	EA	SC	MM	SE
Participate in tasks and activities.	40, 132, 133		14, 22, 45		
Approach tasks and activities with flexibility, imagination, and inventiveness.		44	33, 50		
Discuss topics, ideas, and tasks.		5, 8, 19, 44			
Make independent choices.	42, 43, 44, 45, 46, 47, 48, 49, 50, 51			13	22
Engagement and Persistence	LI	EA	SC	MM	SE
Complete tasks, activities, projects, and experiences.	50, 64, 135				14, 16, 23
Reasoning and Problem Solving	LI	EA	SC	MM	SE
Solve problems through active exploration and interactions with peers and adults.	35, 37, 202, 203				11, 14
Find more than one solution.	139, 171, 202, 203				14, 18, 21

PHYSICAL HEALTH DEVELOPMENT

Fine Motor Skills	LI	EA	SC	MM	SE
Develop strength, dexterity, and control using tools.	45, 47, 160, 171, 183, 204	24, 25			
Develop pincer control.			9, 14, 17, 18, 21, 26, 36, 41, 42, 44, 45, 51, 54, 57, 61, 62, 68		
Gross Motor Skills	LI	EA	SC	MM	SE
Explore moving in space.	126, 143, 165, 192		15	9, 28	
Develop ability to reach, turn, twist, bend.	143, 149		12	1, 2, 22, 25	
Show proficiency, control, and balance when moving.	36	9	4		
Health Status and Practices	LI	EA	SC	MM	SE
Participate in games, outdoor play, and exercise.	73, 165	9, 10	19, 71, 73	1, 2, 6, 22, 25	
Understand the need for exercise and rest.		10		20, 22	
Demonstrate visual and auditory ability.			47	6, 21, 25, 31	
Prepare healthy snacks.	39, 139			23	
Know role of health care provider.	51, 126			26, 27	
Follow basic health and safety rules.	38, 39, 157, 170	6		20, 24, 26	
Develop awareness of name, location, and relationship of body parts.	154, 155		12, 54, 58	1	
Follow rules of hygiene, nutrition, and personal care.	38, 39	30		20, 24	

SOCIAL STUDIES

Culture and Community	LI	EA	SC	MM	SE
Share ideas and take turns listening and speaking.	54, 55, 134, 232, 233	14, 44		32, 36	
Cooperate with others in an activity.	160, 232, 233, 234, 235	4, 7		28, 34	
Identify similarities among people like himself/herself and classmates and people from other communities.	88, 89, 94, 99			18	
Identify similarities and differences in personal and family characteristics.	46, 57, 65, 68, 83			30, 31, 33	
Understand family needs, roles, and relationships.	46, 51, 65			30, 31, 33	
Participate in jobs and contribute to the classroom.	30, 39, 41	43, 44, 45, 46, 48			
Describe people's jobs.	43, 51, 104, 120, 142	6	50		
History	LI	EA	SC	MM	SE
Identify common events and routines.	30, 32, 40, 134, 192	2			
Categorize time intervals using words.	30, 83, 134, 136, 137				
Connect past events to current events.	30, 94, 134, 135, 138	2			
Economics	LI	EA	SC	MM	SE
Use words to indicate relative location.	90, 92, 93, 178				
Identify common features in the home and school environment.	36, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 142, 148		52		
Identify common features of the local landscape.	112, 114, 115, 176, 177, 223				
Create representations of home, school, and community.	176, 177			34	
Understand basic human needs for food, clothing, and shelter.	157, 160			18, 23, 35	
Citizenship and Government	LI	EA	SC	MM	SE
Demonstrate awareness of rules.	31, 47, 49, 50, 214	44			

TECHNOLOGY

Technology	LI	EA	SC	MM	SE
Use a variety of software packages with audio, video, and graphics.	48, 91	36			
Start, use, and exit software programs.	48, 91, 127				
Listen to and interact with books in electronic forms.	55, 81, 91, 103, 125, 147, 169, 191				
Use various types of technology.	48, 55, 81, 91, 103, 125, 128, 147, 169, 191, 234, 235	8, 32			

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Just for Threes Folk Tale Classics



Folk Tale Classics

Reading aloud with a variety of teacher-child and child-child interactions is an effective way to introduce children to the joy of reading and the art of listening. Use these wonderful versions of the classic stories, all told and illustrated by the masterful Paul Galdone, to motivate children and expose them to a variety of childhood favorites:

The Three Little Pigs
Three Billy Goats Gruff
Little Red Riding Hood
The Gingerbread Boy

The Three Bears
Three Little Kittens
The Little Red Hen
The Town Mouse and the Country Mouse

The Three Little Pigs

An English Folk Tale



Read the classic tale *The Three Little Pigs* many times. Use the following activities to support each read aloud.

Literacy: Read *The Three Little Pigs*

Gather children for story time. Hold up the book and talk about the cover illustration. Invite children to count the pigs. Read the title as you track the words with your finger. Say: **What do you think the pigs will do? Let's read the book to find out.** Tell children that some make-believe stories begin with "Once upon a time..."

Read the story with expression. Pause from time to time to have children make predictions of what happens to the three little pigs. Prompt story discussion with questions. For example: **What did each pig say when the wolf knocked at the door?**

Objectives

- Listen to and understand stories.
- Understand that illustrations carry meaning.
- Make predictions.

Materials

- *The Three Little Pigs*

ELL



Choose a page in the book and discuss the illustration. Point to the animals and objects and provide the names in English such as *pig, straw, donkey, and ladder*.

Differentiation

Kinesthetic Gather some straw, sticks, and bricks to use as props for story retelling. Some children benefit when they can see, touch, and smell the real thing.

Dramatic Play: Act Out the Story

Reread *The Three Little Pigs*. Ask children to chime in when the pig says, "No, no. Not by the hair of my chinny chin chin" and when the wolf says, "Then, I'll huff and I'll puff, and I'll blow your house in."

Let children paint paper plate masks for the three pigs and the wolf. Cut holes for the eyes. Then tape the plates to craft sticks.

Invite children to use the masks as they act out what happens when each pig builds a house. You may wish to use the illustrations in the book to help them recall the order of events.

Objectives

- Act out stories in dramatic play.
- Retell and dictate stories.

Materials

- *The Three Little Pigs*
- paper plates and craft sticks
- paint, paintbrushes and tape

Literacy: Write About *The Three Little Pigs*

Revisit the book *The Three Little Pigs*. Talk about the pictures as you turn the pages. Ask: **What is happening here? What is the pig doing? What is the wolf doing?** If children offer few details, read the text aloud.

Ask: **What part of the story did you like most?** Invite children to draw pictures of their favorite part of the story. Have children share their pictures with the group. Record what they say about each picture and read it back to them.

Objectives

- Represent stories and experiences through pictures and dictation and in play.
- Understand that illustrations carry meaning.
- Use art media and materials.

Materials

- *The Three Little Pigs*
- paper, pencils, crayons, markers



ELL

If children do not understand the directions for drawing pictures, model the task by drawing your favorite part of the story.

Assessment



Observe children as they draw pictures of *The Three Little Pigs*. Notice the details they include in their drawings. Collect samples of their work for their portfolios.

Social Studies: *The Three Little Pigs Build Houses*

Revisit the book illustrations and identify the materials the three pigs used to build their houses—straw, sticks, and bricks. Talk about which houses blew down and which one did not. Ask: **Which house was so strong that the wolf did not blow it down? What did the pig use to build this house?**

Provide building materials and have children work in small groups to rebuild the pigs' houses. Suggest they construct a house that's so strong the wolf would not be able to blow it down. Invite each group to share their house with other children.

Objectives

- Create representations of home, school, and community
- Understand changes in materials and cause-effect relationships.
- Understand and use language to communicate.

Materials

- *The Three Little Pigs*
- building materials such as sticks, straw, blocks, wood, cardboard, bricks, paper
- glue and tape

Differentiation

Inclusion Some children might need visual support that shows them what to do rather than verbal directions. Provide several pictures of simply drawn houses as examples of what children might do.

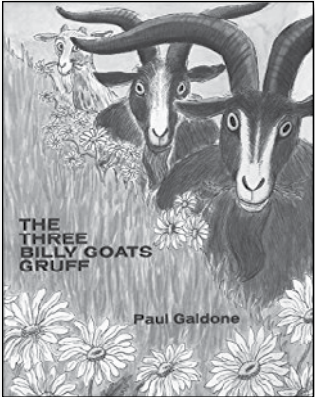
Assessment



Observe children as they use building materials to create representations of the pigs' houses. Record observations as anecdotal notes.

The Three Billy Goats Gruff

A Norwegian Folk Tale



Read the classic tale *The Three Billy Goats Gruff* many times. Use the following activities to support each read aloud.

Literacy:

Read *The Three Billy Goats Gruff*

Hold up the book and talk about the cover illustration. Ask: **What kind of animals are on the cover? Have you ever seen a real goat before?** Invite children to share their experiences with goats. Read the title as you track the words. Say: **The three billy goats are looking at something. I wonder what it is.**

Do a picture walk before reading the book. Introduce the story characters. Say: **The three billy goats are brothers and they all have the same name "Gruff."** Talk about the illustrations as you turn the pages. Point to the picture that shows the troll and explain that the troll guards the bridge. Read the story to children. Prompt discussion with questions such as: **What happens when the biggest billy goat tries to cross the bridge?**

Objectives

- Listen to and understand stories.
- Contribute personal experiences during storybook reading.

Materials

- *The Three Billy Goats Gruff*

ELL



Name the pictures in English as you point to *goat*, *hill*, *grass*, and *troll*. Have children repeat the words. Help them with the pronunciation.

Differentiation

Advanced Add percussion instruments for sound effects.

Assessment



Note if children retell the story with props. Record your observations as anecdotal notes.

Dramatic Play: Act Out the Story

Reread *The Three Billy Goats Gruff* aloud with expression. Prompt children to chime in when the Troll says, "Who's that tripping over my bridge?"

Assign each child a character and use props to act out the story. Suggest that children use sound effects for the roaring troll and the goats tripping over the bridge.

Objectives

- Act out stories in dramatic play.
- Appreciate repetitive language.

Materials

- *The Three Billy Goats Gruff*
- story props such as blocks and masks

Literacy: Write About *The Three Billy Goats Gruff*

Revisit the book *The Three Billy Goats Gruff*. Talk about the pictures as you turn the pages. Ask: **What is happening here? What does the Billy Goat say to the Troll?** If children offer few details, read the text aloud.

Invite children to draw pictures and dictate sentences to tell the story of the Billy Goats and the Troll. Post them on an Art Wall. If possible, arrange the pictures to tell the story from beginning to end. Have volunteers use the pictures to tell the story to the group.

Objectives

- Represent stories and experiences through pictures and dictation and in play.
- Understand that illustrations carry meaning.
- Use art media and materials.

Materials

- *The Three Billy Goats Gruff*
- paper, crayons, markers

Differentiation

Inclusion For children with physical impairments, provide a variety of writing and drawing tools of different types, sizes, and shapes.

Assessment

Note which parts of the story children represent in their pictures. Collect samples of their work for their portfolios.

Math: Little, Bigger, Much Bigger

Use the illustrations in the book *The Three Billy Goats Gruff* to talk about the size of each goat --little, bigger, and much bigger. Ask: **How many goats are in the story? Are the goats the same size or different sizes? Which goat is little, which is bigger, and which is much bigger?**

Display one set of objects, such as blocks. Invite children to arrange the objects from little to bigger to much bigger and identify the size of each one. Do the same with the other sets of objects. Have children identify all the objects that are little and gather them together. Do the same with objects that are bigger and much bigger.

Objectives

- Compare size between objects.
- Understand that illustrations carry meaning.

Materials

- *The Three Billy Goats Gruff*
- collection of objects in three sizes such as blocks, cups, brushes, beads

ELL



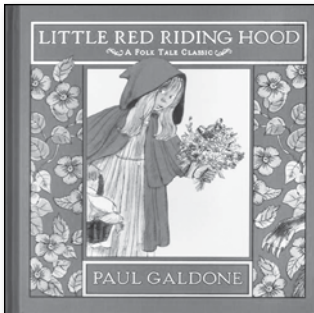
Listen actively to ELL children as they attempt to communicate. Give feedback, nods, encouragement, and praise.

Assessment

Observe children as they compare sizes between objects. Notice which children cannot yet tell size differences. Record as anecdotal notes.

Little Red Riding Hood

A European Folk Tale



Read the classic tale *Little Red Riding Hood* many times. Use the following activities to support each read aloud.

Literacy: Read *Little Red Riding Hood*

Gather children for story time. Hold up the book and talk about the cover illustration. Read the title as you track the words with your finger.

Do a picture walk with children before reading the book. Introduce the main character. Say: **Everyone called her Little Red Riding Hood. She liked her red coat so much she would never wear anything else.**

Say: **It looks like Little Red Riding Hood is dressed to go out. I wonder where she is going.** Talk about the other characters as you turn the pages.

Read the story aloud. Pause to have children make predictions of what happens next. Prompt story discussion with questions, such as: **The wolf pretends to be the grandmother. What happens when Little Red Riding Hood comes into the house?**

Objectives

- Listen to and understand stories.
- Make predictions.

Materials

- *Little Red Riding Hood*

ELL



Point to and name the *girl, mother, grandmother, wolf, and hunter*. Have children join in as you say the words again. Invite them to share these words in their home language.

Differentiation

Visual/Kinesthetic

Place story props such as red scarves, baskets, flowers, fake teeth, and sunglasses in the Dramatic Play Center for children to act out the story on their own.

Dramatic Play: Retell *Little Red Riding Hood*

Reread *Little Red Riding Hood* aloud with expression, using a gruff voice for the Wolf. Ask children to chime in when Little Red Riding Hood says:

“Oh, Grandmother, what big ears you have.” You reply as the wolf: **“The better to hear you with, my dear.”** Continue the dialogue with children taking the role of Little Red Riding Hood, and you taking the role of the Wolf.

Objective

- Retell and dictate stories.

Materials

- *Little Red Riding Hood*

Literacy:

Write About *Little Red Riding Hood*

Revisit the book *Little Red Riding Hood*. Talk about the pictures as you turn the pages. Ask: **Tell me what's happening in the picture.** If children offer few details, read the text aloud.

Invite children to draw pictures that tell the story of *Little Red Riding Hood*. Encourage them to write their names on their pictures. Post the pictures and let children take turns describing what they drew to the group.

Objectives

- Represent stories and experiences through pictures and dictation and in play.
- Understand that illustrations carry meaning.
- Use art media and materials.

Materials

- *Little Red Riding Hood*
- paper, crayons, markers

Assessment



Notice which parts of the story are represented in the children's pictures. Collect samples of their work for their portfolios.

Social and Emotional: Helping and Sharing

Revisit selected pages of the book *Little Red Riding Hood* to talk about helping others. Ask: **Who did Little Red Riding Hood help? What did she bring to Grandmother to help her feel better?**

Invite children to tell about a time they helped someone in the class or someone in their family. Ask: **What did you do to help? How did it make the person you helped feel?** Ask children to draw a picture of the person they helped. Post the pictures in the room and refer to them as reminders of ways to help and share with others.

Objectives

- Interact with peers by helping and sharing and through discussion.
- Express empathy and caring for others.

Materials

- *Little Red Riding Hood*
- paper, crayons, markers

ELL



Learn and use words for *helping* and *sharing* in the child's home language. Ask the child's family about how they help and share in their culture.

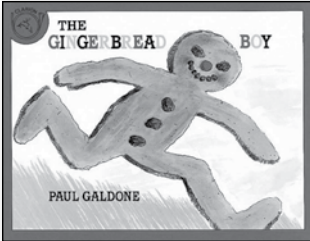
Assessment



Observe children as they help others and share materials. Take photos and make anecdotal notes to record their progress.

The Gingerbread Boy

An English Folk Tale



Read the classic tale *The Gingerbread Boy* many times. Use the following activities to support each read aloud.

Assessment



Observe if individual children use the illustrations to understand the story events. Record your observations as anecdotal notes.

Literacy: Read *The Gingerbread Boy*

Gather children for story time. Hold up the book and talk about the cover illustration. Read the title as you track the words with your finger. Say: ***The Gingerbread Boy* is running. I wonder why he is running. Let's read the story to find out.**

Do a picture walk with children before reading the book to introduce story characters and events. Talk about the illustrations as you turn the pages. Point to the picture that shows the old woman making a gingerbread boy cookie. Talk about what happens when the Gingerbread Boy comes alive. Read the story to children. Prompt story discussion with questions, such as: **Why do you think the Gingerbread Boy ran and ran?**

Objectives

- Listen to and understand stories.
- Make predictions.

Materials

- *The Gingerbread Boy*

Differentiation

Advanced Some children might want to create and act out a different ending for the story. Ask: **What might happen if the Gingerbread Boy jumped off the Fox's back?**

Dramatic Play: Act Out the Story

Reread *The Gingerbread Boy* aloud with expression, using a different voice for each character. Prompt children to chime in when the Gingerbread Boy says, **"Run! Run! Run! Catch me if you can!"** Encourage children to identify all the characters who ran after the Gingerbread Boy.

Assign each child a character. Ask the child to use soft clay to make that character and use it to act out what happens in the story.

Objectives

- Act out stories in dramatic play.
- Use art media and materials

Materials

- *The Gingerbread Boy*
- soft clay to make story characters

Oral Language: Artist's Chair

Revisit the book *The Gingerbread Boy*. Talk about the pictures as you turn the pages. Ask: **What is happening here? What is the Gingerbread Boy doing?** If children offer few details, read the text aloud.

Invite children to paint pictures to tell the story of *The Gingerbread Boy*. Set up an Artist's Chair. Ask each child to present his or her painting and tell the part of the story it represents. Prompt other children to ask questions about the painting. Give all children an opportunity to sit in the Artist's Chair and discuss their paintings.

Objectives

- Understand and use language to communicate.
- Represent stories and experiences through pictures and dictation and in play.
- Use art media and materials.
- ELL: Use new vocabulary and grammar in speech.

Materials

- *The Gingerbread Boy*
- painting materials (several paint colors, large brushes)
- paper

Assessment



Observe children as they describe their paintings. Notice how they use language to communicate about their paintings and respond to questions. Record your observations as anecdotal notes.

Health: *The Gingerbread Boy* and Me

Show the book illustration of the old woman putting the Gingerbread Boy in the oven to bake. Say: **I notice that he looks like some of the children in the class. The Gingerbread Boy has a head and you have a head, too.** Continue to identify the parts of the body and compare them to the children.

Invite children to draw a picture of themselves. Guide them to include all the body parts that they discussed. Ask them to identify each part. Record what they say on their picture and read it back to them.

Objectives

- Develop awareness of name, location, and relationship of body parts.
- Create artworks.
- Use art media and materials.

Materials

- *The Gingerbread Boy*
- paper
- crayons and markers

Differentiation

Kinesthetic Provide another way to introduce body parts to children. Sing the song "Head, Shoulders, Knees, and Toes" touching the different parts of the body as you sing together.

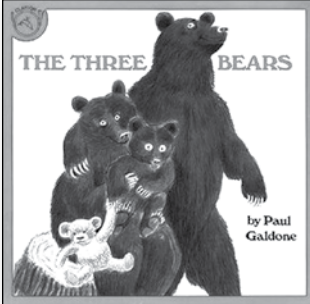
Assessment



Use **Assessment Card 82** to assess this skill.

The Three Bears

An English Folk Tale



Read the classic tale *The Three Bears* many times. Use the following activities to support each read aloud.

Literacy: Read *The Three Bears*

Gather children for story time. Hold up the book and talk about the cover. Read the title as you track the words with your finger. Say: **I wonder what will happen to the three bears. I guess we'll have to read the story to find out.** Tell children that some make-believe stories begin with "Once upon a time..."

As you read, pause from time to time to have children make predictions of what happens next to the bears. Prompt story discussion with questions. For example: **What do the bears discover when they come home?**

Objectives

- Listen to and understand stories
- Make predictions.

Materials

- *The Three Bears*

ELL



Encourage children to participate in group activities. Preview questions you might ask. Then, invite children to answer the questions during the activity.

Differentiation

Inclusion Some children might prefer to act out the story rather than use small objects to retell it.

Assessment



Note the parts of the story children include in their retelling. Record your observations as anecdotal notes.

Dramatic Play: Retell *The Three Bears*

Reread *The Three Bears*, using different voices for the three bears and Goldilocks. Ask children to chime in when the bears come home and say: **"Somebody has been tasting my porridge; Somebody has been sitting in my chair; Somebody has been lying in my bed."**

Set out a Storytelling Basket filled with objects in three sizes: small, medium and large. Have children use the props to retell the story of *The Three Bears*. Children can use the illustrations in the book to help them tell the events in sequence.

Objectives

- Listen to and understand stories.
- Retell and dictate stories.

Materials

- *The Three Bears*
- objects in three sizes, such as counting bears, toy people, bowls, spoons, toy chairs and beds

Literacy: Write About *The Three Bears*

Revisit the book *The Three Bears*. Talk about the illustrations as you turn the pages. Ask: **What is happening here? What are the bears doing? What does Goldilocks do?** If children offer few details, read the text aloud.

Invite children to draw pictures that tell the story of the three bears and Goldilocks. Encourage them to write their names on their pictures. Have children tell about their pictures to the group. Record what they say about each picture and read it back to them.

Objectives

- Represent stories and experiences through pictures and dictation and in play.
- Understand that illustrations carry meaning.
- Use art media and materials.

Materials

- *The Three Bears*
- pencils, crayons, markers

Differentiation

Advanced Some children might create detailed drawings of story events and attempt to write their own name using letter like forms.

Assessment

Observe children as they draw pictures of *The Three Bears*. Notice which parts of the story are represented in their pictures. Collect samples of their work for their portfolios

Math: From Small to Large Bears

Revisit selected pages of the book *The Three Bears*. Use the illustrations to talk about animals and objects that are small, medium, and large in size. Ask: **Are the three bears the same size or different sizes? Which bear is small? Which is medium-sized? And which bear is very big?**

Display the animal objects. Invite children to arrange the bears from small to large and identify the size of each one. Do the same with bowls and spoons. Have children identify all the objects that are small and gather them together. Do the same with objects that are medium and large.

Objectives

- Compare size between objects.
- Recognize, describe, and compare shapes.
- Understand that illustrations carry meaning.

Materials

- *The Three Bears*
- collection of objects or pictures (bears, bowls, spoons, chairs, beds) in three sizes

ELL



Provide recordings of the story in the child's home language and invite them to listen to it in the Reading Center.

Assessment

Use **Assessment Card 40** to assess this skill and to implement intervention strategies.

Three Little Kittens

An English Folk Tale



Share the classic tale *Three Little Kittens* many times. Use the following activities to support each read aloud.

Literacy: Read *Three Little Kittens*

Before children arrive, hide one pair of mittens for each child in the room. Gather children for story time. Hold up the book and talk about the cover. Read the title as you track the words with your finger. Invite children to count the kittens.

As you read aloud the *Three Little Kittens*, pause from time to time to have children make predictions of what happens next to the kittens. Prompt story discussion with questions, such as: **What did the kittens lose? Where do you think the mittens are?**

After reading, have children pretend to be kittens and find their mittens hidden in the room.

Objectives

- Listen to and understand stories.
- Make predictions.

Materials

- *Three Little Kittens*
- mittens (or socks) for each child

ELL



Provide verbal and auditory clues as children look at objects in the story: **Do you see kittens? Meow. Meow. Where are they?**

Assessment



If a child is having difficulty acting out the story, invite them to retell the story using the pictures in the book instead. Record your observations as anecdotal notes.

Dramatic Play: Act Out *Three Little Kittens*

Reread *Three Little Kittens* aloud with expression, using different voices for the kittens and the mother cat. Have children chime in with the kittens' voice when they say, "Meow, meow, meow."

Pause from time to time as you read to have children take on the roles of the mother and the three kittens to act out what happens next.

Objectives

- Act out stories in dramatic play.
- Retell and dictate stories.

Materials

- *Three Little Kittens*
- mittens, apron, pie pan
- tub of soapy water
- clothesline and clothespins

Literacy: Write About *Three Little Kittens*

Revisit the book *Three Little Kittens*. Ask children to share what they liked best about this story.

As you read the story, pause to talk about the illustrations on each page. Ask: **What are the kittens doing? What happened to the mittens? How do the kittens feel? Why? What happens at the end?**

Invite children to paint pictures that tell the story of the three little kittens. Encourage them to write their names on their paintings. Then have children tell about their paintings as they share them with the group. Record what they say and read it back to them. Post the paintings and the accompanying text around the room.

Objectives

- Represent stories and experiences through pictures and dictation and in play.
- Understand that illustrations carry meaning.
- Use art media and materials.

Materials

- *Three Little Kittens*
- paint, paintbrushes, paper



ELL

If children do not understand the directions for painting pictures, simplify and use nonverbal clues.

Assessment



Notice which parts of the story children represent in their paintings and in the text. Collect samples of their work for their portfolios.

Music: “Three Little Kittens” Song

Listen to the song “Three Little Kittens” on YouTube. Then, show the book turning the pages as you sing the song together.

On another day, sing the song again, having children add movements to imitate the actions of the kittens.

You may wish to place the recorded music and the book in the Reading Center for children to enjoy again and again.

Objectives

- Participate in various musical events.
- Listen to and understand stories, songs, and poems.
- Use various types of technology.

Materials

- *Three Little Kittens*
- computer or other audio device

Differentiation

Inclusion For children with attention differences, sing only the first verse of the song. Introduce other verses at a later time.

The Little Red Hen

A European Folk Tale



Read the classic tale *The Little Red Hen* many times. Use the following activities to support each read aloud.

Literacy: Read *The Little Red Hen*

Gather children for story time. Hold up the book and talk about the cover. Read the title as you track the words with your finger. Ask: **Do you recognize the animal on the cover? What is it? Have you ever seen a hen before?** Invite children to share their experiences with hens and chickens.

Say: **I wonder where the little red hen is going? What do you think she is going to do? I guess we'll have to read the story to find out.**

As you read, pause from time to time to have children make predictions of what happens next to the Little Red Hen. Prompt story discussion with questions, such as: **What did the Little Red Hen do next?**

Objectives

- Contribute personal experiences during storybook reading.
- Listen to and understand stories.

Materials

- *The Little Red Hen*

ELL



Name the pictures in English as you point to *hen*, *cat*, *dog*, and *mouse*. Ask children to say the words in their home language.

Differentiation

Inclusion You may wish to use a hand-over-hand technique to support children who have difficulties cutting with scissors.

Dramatic Play: *The Little Red Hen* Puppet Show

Reread *The Little Red Hen* aloud with expression, using different voices for the Hen, Cat, Dog, and Mouse. Ask children to chime in when the Cat, Dog, and Mouse say: "Not, I."

Help children make stick puppets by cutting out pictures for each character in the story and taping them to craft sticks. Encourage children to use the stick puppets to retell the story of *The Little Red Hen*.

Objectives

- Listen to and understand stories.
- Retell and dictate stories.

Materials

- *The Little Red Hen*
- hen, cat, dog, and mouse pictures
- craft sticks or rulers and tape

Literacy: Write About *The Little Red Hen*

Revisit the book *The Little Red Hen*. Talk about the pictures as you turn the pages. Ask: **What is happening here? What is the Hen doing? What is the Cat, Dog, or Mouse doing?** If children offer few details, read the text aloud.

Invite children to draw pictures that show how the little red hen makes a cake. Ask: **What did she do first? Next? Then?** Have children share their pictures with the group. Use the pictures and add words to create a recipe.

Objectives

- Represent stories and experiences through pictures and dictation and in play.
- Understand that illustrations carry meaning.
- Use art media and materials.

Materials

- *The Little Red Hen*
- pencils, crayons, markers

Differentiation

Advanced Some children might want to draw a picture that answers the question: **"How would you help the Little Red Hen?"**

Assessment

Observe children as they draw pictures of *The Little Red Hen*. Notice how much detail they include in their pictures. Collect samples of their work for their portfolios.

Technology: Record a New Story

Tell children that Cat, Dog, Mouse, and Hen all live together in a little house. When Hen decides to make a cake, she asks for their help. Ask: **What do the animals say? What happens after Hen makes the cake all by herself?**

Ask children to pretend all the animals work together to make the cake. Ask: **Who eats the cake now?** Have children tell their new story about the Little Red Hen, Cat, Dog and Mouse. Use a digital recording device for storytelling, such as a computer, to record the story. Play back the story so children can listen to their version of *The Little Red Hen*.

Objectives

- Use various types of technology.
- Understand and use language to communicate.
- Listen to and understand stories, songs, and poems.

Materials

- *The Little Red Hen*
- digital recording device

Management

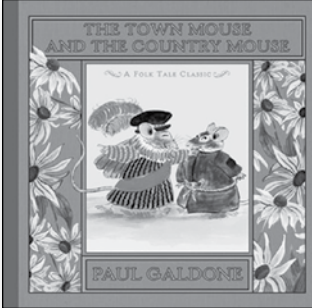
Leave the recordings in the Technology Center so children can listen to all the versions they created of *The Little Red Hen*.

Assessment

Observe children recording the new story on a digital recording device. Notice which children cannot yet record a story. Record your observations as anecdotal notes.

The Town Mouse and the Country Mouse

An Aesop Fable



Assessment



Observe if individual children listen to and understand the story. Notice if the child understands the difference between country life and town life. Record your observations as anecdotal notes.

Read the classic tale *The Town Mouse and the Country Mouse* many times. Use the following activities to support each read aloud.

Literacy: Read *The Town Mouse and the Country Mouse*

Gather children for story time. Hold up the book and talk about the cover. Read the title as you track the words with your finger. Say: **It look's like the Town Mouse and the Country Mouse are talking. I wonder what they are talking about.**

Do a picture walk to introduce the story content and vocabulary. Talk about the illustrations as you turn the pages of the book. Point out the differences between living in the country in a small cottage and living in His Majesty's Castle.

Read the story to children. Pause toward the end and ask: **What do you think the Country Mouse will do after he has dinner with his friend the Town Mouse?**

Objectives

- Listen to and understand stories.
- Understand complex and varied vocabulary.

Materials

- *The Town Mouse and the Country Mouse*

Differentiation

Inclusion Some children may prefer to distribute props rather than perform a character's role.

Dramatic Play: Act Out the Story

Reread *The Town Mouse and the Country Mouse* aloud with expression, using different voices for the Country Mouse and the Town Mouse.

Pause from time to time to let different children take the roles of the Town Mouse, Country Mouse, Dog, and Cat and act out that part of the story.

Objectives

- Act out stories in dramatic play.
- Listen to and understand stories.

Materials

- *The Town Mouse and the Country Mouse*
- hats and coats

Literacy: Write About *The Town Mouse and the Country Mouse*

Revisit the book *The Town Mouse and the Country Mouse*. Talk about the pictures as you turn the pages. Ask: **What is happening here? What are the Country Mouse and the Town Mouse doing?** If children offer few details, read the text aloud.

Invite children to draw pictures that show how the country mouse lived or how the town mouse lived. Have children share their pictures with the group. Record what they say about each picture and read it back to them. Display children's pictures on an art wall.

Objectives

- Represent stories and experiences through pictures and dictation and in play.
- Understand that illustrations carry meaning.
- Use a variety of art media and materials.

Materials

- *The Town Mouse and the Country Mouse*
- colored pencils, crayons, markers

Differentiation

Advanced Revisit the cover of the book. Identify *The Town Mouse and the Country Mouse* as the title of the book. Identify Paul Galdone as the person who wrote the book and drew the pictures.

Management

You may also wish to post one or more of the completed pictures on the Great Auntie Lu Art Poster.

Health: Healthy Foods

Revisit the book illustrations and identify the foods the Country Mouse and the Town Mouse had for dinner. Ask: **Which foods are healthy and good for your body? Which foods should you eat only once in a while?**

Invite children to plan a healthy snack for the class. Gather pictures of food and place them on a table. Ask: **What healthy foods do you see? Which of these do you like the most?** Have children vote on what they would like to make for snack. Bring the ingredients to school and together prepare the snack for all to enjoy.

Objectives

- Recognize and select healthy foods.
- Understand and use language to communicate.

Materials

- *The Town Mouse and the Country Mouse*
- ingredients for healthy snack foods

Differentiation

Kinesthetic Some children learn best when they can see, touch, and smell the real thing. If possible, set out fresh fruits and vegetables and let them choose several for tomorrow's snack.

Assessment

Use **Assessment Card 85** to assess learning and to implement intervention strategies.



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